



Chapter 26 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



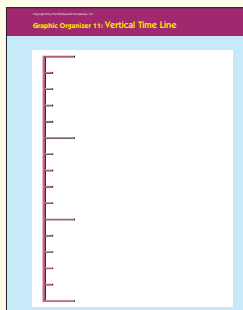
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



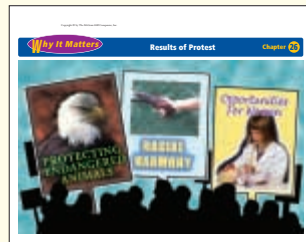
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TEACHING TRANSPARENCIES

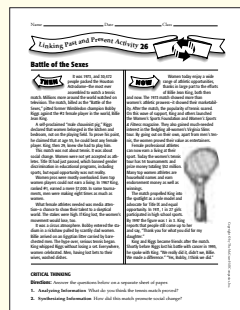
Graphic Organizer 11



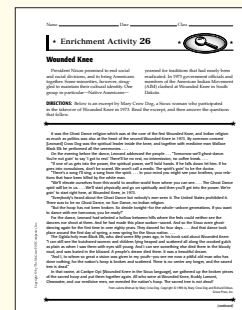
Why It Matters Chapter Transparency 26



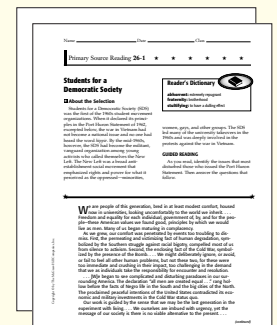
Linking Past and Present Activity 26



Enrichment Activity 26

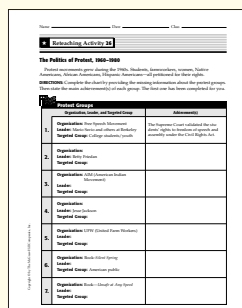


Primary Source Reading 26

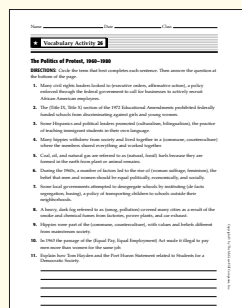


REVIEW AND REINFORCEMENT

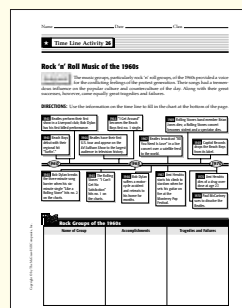
Reteaching Activity 26



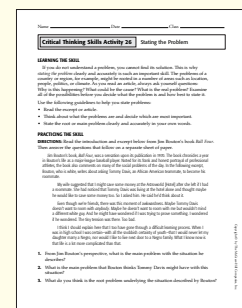
Vocabulary Activity 26



Time Line Activity 26



Critical Thinking Skills Activity 26



Meeting NCSS Standards

- The following standards are highlighted in Chapter 26:
- Section 1** VI Power, Authority, and Governance: A, D, F, H
 - Section 2** X Civic Ideals and Practices: A, D, E, F, G, I
 - Section 3** X Civic Ideals and Practices: A, D, E, F, G, I
 - Section 4** V Individuals, Groups, and Institutions: B, E, F, G

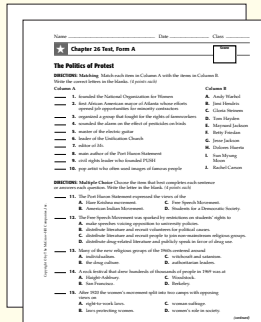
Local Standards

Chapter 26 Resources

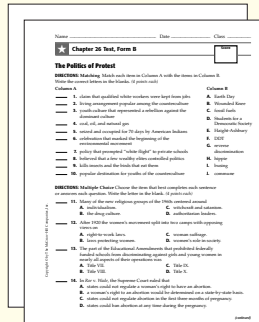


ASSESSMENT AND EVALUATION

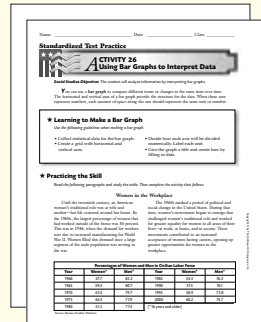
Chapter 26 Test Form A



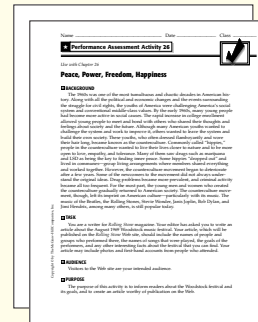
Chapter 26 Test Form B



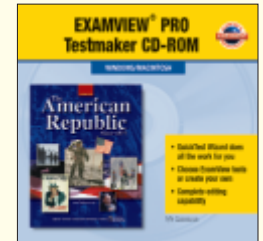
Standardized Test Practice Workbook Activity 26



Performance Assessment Activities and Rubrics 26



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape program is available from Glencoe as a supplement to Chapter 26:

- **Gloria Steinem: Ms. America** (ISBN 1-56-501518-5)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.

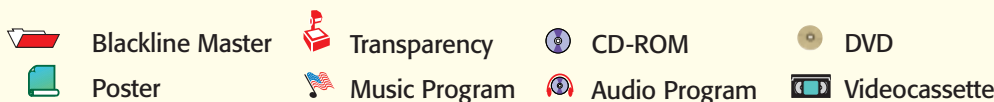


Chapter 26 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 The Student Movement and the Counterculture</p> <p>1. Explain the origins of the nation's youth movement.</p> <p>2. Define the goals of serious members of the counterculture.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 26-1 Daily Lecture and Discussion Notes 26-1 Guided Reading Activity 26-1* Section Quiz 26-1* Reading Essentials and Study Guide 26-1 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 26-1 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Hits Through History
<p>SECTION 2 The Feminist Movement</p> <p>1. Describe the workplace concerns that fueled the growth of the women's movement.</p> <p>2. Identify major achievements of the women's movement.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 26-2 Daily Lecture and Discussion Notes 26-2 Guided Reading Activity 26-2* Section Quiz 26-2* Reading Essentials and Study Guide 26-2 Performance Assessment Activities and Rubrics Interpreting Political Cartoons Supreme Court Case Studies 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 26-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 3 New Approaches to Civil Rights</p> <p>1. Describe the goal of affirmative action policies.</p> <p>2. Analyze the rise of Hispanic and Native American protests.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 26-3 Daily Lecture and Discussion Notes 26-3 Guided Reading Activity 26-3* Section Quiz 26-3* Reading Essentials and Study Guide 26-3 Performance Assessment Activities and Rubrics Interpreting Political Cartoons Supreme Court Case Studies 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 26-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Audio Program
<p>SECTION 4 Saving the Earth</p> <p>1. Explain the origins of the environmental movement.</p> <p>2. Identify the significant measures taken to combat environmental problems.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 26-4 Daily Lecture and Discussion Notes 26-4 Guided Reading Activity 26-4* Section Quiz 26-4* Reading Essentials and Study Guide 26-4 Performance Assessment Activities and Rubrics Interpreting Political Cartoons 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 26-4 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program American Music: Hits Through History American Music: Cultural Traditions
<p>0:00 OUT OF TIME? Assign the Chapter 26 Reading Essentials and Study Guide. </p>		

*Also Available in Spanish



Chapter 26 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Great Lakes: Troubled Water," July 1987
- "I Dream a World: America's Black Women," August 1989
- "Our Polluted Runoff," February 1996
- "Philadelphia's African Americans," August 1990

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Branches of Government Series* (Video)
- *The Complete National Geographic: 109 Years of National Geographic Magazine* (CD-ROM)
- *Democratic Government Series: The United States* (Video)
- *Historical Atlas of the United States* (Atlas)
- *National Geographic World Atlas for Young Explorers—Classroom Library Edition* (Guide, Transparencies, Resource Masters)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Daniel Levinson Wilk
District 78, New York City
Board of Education
New York, NY



Setting Goals

In preparation, have students read about social movements of the late 1960s and early 1970s. Assign each student a person from the reading and ask them to come to class in character. There should be a variety of characters: conservatives, liberals, and radicals.

In class, ask students to put on name tags and introduce themselves, each saying their name and describing their positions on major issues of the day. Then give them these directions: "Stand up, mill around, and talk to the other characters in the room. Decide whom you think you could build a political movement with. Sit down with them and build a set of goals for your movement and a strategy to achieve them." Allow at least 20 minutes for this.

Then call the students back into a larger group. Have one member of each movement present their goals and strategy, and allow other students (in character) to question the members of that movement. For the last few minutes of class, have students step out of character to discuss the exercise.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

CHAPTER
26

The Politics
of Protest 1960–1980



**Performance
Assessment**

Refer to Activity 26 in the Performance Assessment Activities and Rubrics booklet.

Why It Matters Activity

Have students make a prediction about how the efforts of the protesters in the 1960s and 1970s continue to influence the workplace and economic opportunities of women and ethnic groups today. Students should evaluate their answers after they have completed the chapter. **US:** 18A, 21A, 24B; **ELA:** Gr9: 7H; Gr10/11: 7G

**GLENCOE
TECHNOLOGY**

**The American Republic
Since 1877 Video Program**

To learn more about César Chávez, have students view the Chapter 26 video, "Behind the Scenes with César," from the *American Republic Since 1877 Video Program*.

Available in DVD and VHS

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 26 content.

Available in VHS

Why It Matters

Protest characterized the 1960s. Young people often led the civil rights and antiwar movements. Some of them wanted to change the entire society and urged more communal, less materialistic values. Young people were not the only protesters, however. Using the civil rights movement as a model, women, Hispanic Americans, and Native Americans also organized to gain greater recognition and equality.

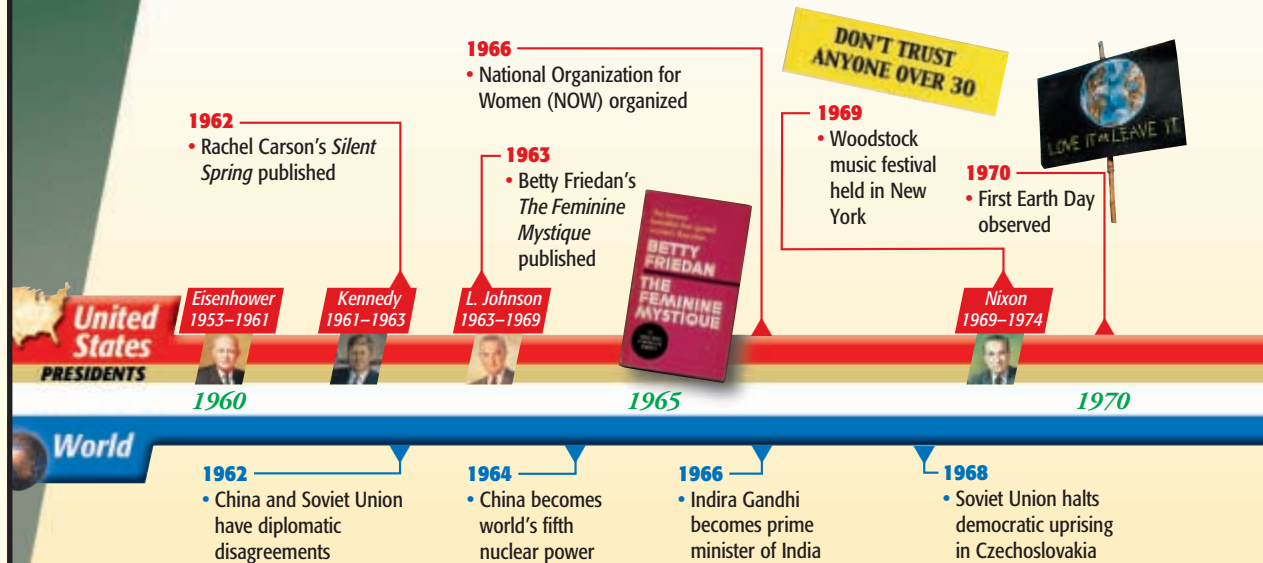
The Impact Today

Changes of the 1960s still affect our lives today.

- Women are visible in many more leadership roles in government and business.
- Hispanic political organizations represent a growing segment of the population.
- The cultural traditions of Native Americans receive greater recognition.



The American Republic Since 1877 Video The Chapter 26 video, "Behind the Scenes with César," profiles the role that César Chávez played in the United Farm Workers organization.



TWO-MINUTE LESSON LAUNCHER

Have students work as a group to come up with a list of the qualities of a leader. Record their responses on the board. Tell students that in this chapter, various groups began to reevaluate the limits that American society placed on them. Some strong leaders emerged to organize the resulting protest efforts. Have students modify their lists as they read the chapter and learn about these leaders. **US:** 19A, 25D; **ELA:** Gr9/10/11: 4A

Introducing CHAPTER 26

HISTORY Online

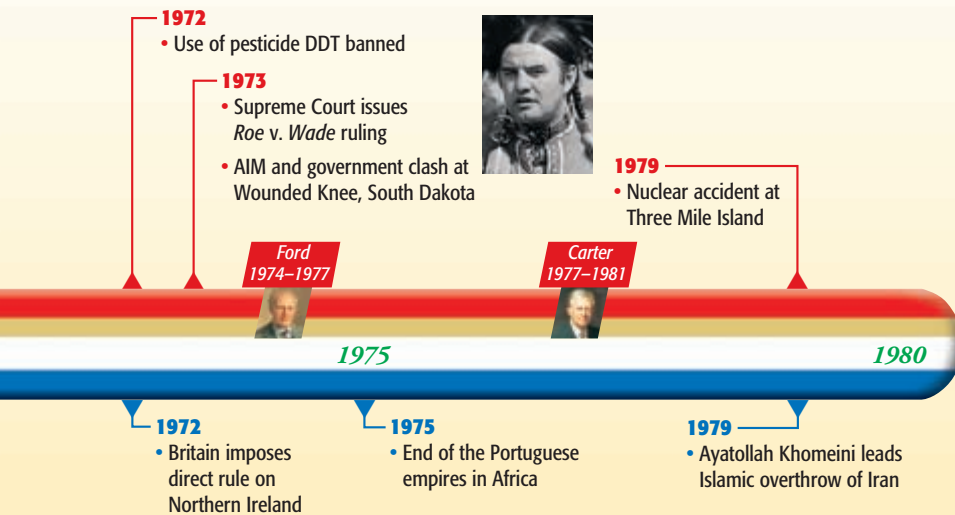
Introduce students to chapter content and key terms by having them access the **Chapter 26 Overview** at tx.tarvol2.glencoe.com.

More About the Photo

César Chávez was born in 1927, on a small farm near Yuma, Arizona. When his father lost his land during the Depression, Chávez began working as a migrant farmworker to help support the family. After serving in the navy during World War II, he returned to farm labor. Soon he became committed to improving the lives of farmworkers. For his leadership, he received the Presidential Medal of Freedom.



Labor leader César Chávez meeting with farmworkers



HISTORY Online

Chapter Overview

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Chapter Overviews—Chapter 26** to preview chapter information.

TIME LINE

ACTIVITY

Have students classify each of the relevant events on the United States portion of the time line as connected with the efforts of one of the following groups: Hispanics, women, environmentalists, or Native Americans. **US: 24B**

799

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students use graphic organizers similar to the one below to identify the causes and effects of each of the major movements discussed in the chapter. **US: 24B**



SECTION 1


The Student Movement and the Counterculture


1 FOCUS

Section Overview

This section focuses on student protests in the 1960s.

BELL RINGER Skillbuilder Activity

 Project transparency and have students answer the question.

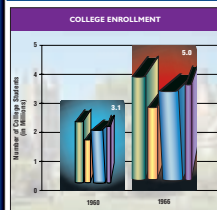
 Available as a blackline master.

Daily Focus Skills Transparency 26-1

**DAILY FOCUS SKILLS
TRANSPARENCY 26-1**

Making Inferences

Directions: Answer the following question based on the graph.



COLLEGE ENROLLMENT

What can you infer about the effect of the 1950s economic boom on college enrollment in the 1960s?

- It contributed to the decline in college enrollment.
- It did not cause any change in college enrollment.
- It contributed to the slight increase in college enrollment.
- It contributed to the significant increase in college enrollment.

Guide to Reading

Answers to Graphic:

- The Growth of the Youth Movement
 - The Roots of the Movement
 - Students for a Democratic Society
 - The Free Speech Movement
- The Counterculture
 - Hippie Culture
 - New Religious Movements
 - The Counterculture Declines
- Impact of the Counterculture
 - Fashion
 - Art
 - Music and Dance

Preteaching Vocabulary

Have students write short sentences to describe each of the Key Terms and Names. **US: 25A**

Student Edition TEKS

ELA: Page 800: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Gr9: 7I; Gr10/11: 7H;
Page 801: Gr9/10/11: 8B, 10B, 19B, 20B

Guide to Reading

Main Idea

During the 1960s, many of the country's young people raised their voices in protest against numerous aspects of American society.

Key Terms and Names

Port Huron Statement, Tom Hayden, counterculture, commune, Haight-Ashbury district, Jimi Hendrix

1 Reading Strategy

Taking Notes As you read about the student movement and culture of the 1960s, use the major headings of the section to create an outline similar to the one below.

The Student Movement and the Counterculture

I. The Growth of the Youth Movement

-
-
-

II.

-
-

Reading Objectives

- Explain the origins of the nation's youth movement.
- Define the goals of serious members of the counterculture.

Section Theme

Government and Democracy Although protest movements often challenged the opinions and values of many Americans, the courts protected the protesters' rights of self-expression under the Constitution.

Preview of Events



★ An American Story ★



Mario Savio

On December 2, 1964, Mario Savio, a 20-year-old philosophy student at the University of California at Berkeley, stood before a supportive crowd at the school's administration building. The massive "sit-in" demonstration was the climax of a month-long battle between school officials and students over unpopular campus policies. Facing the crowd, Savio urged them to continue pressuring school officials. In his speech he called the university a cold and heartless "machine" that deserved to be shut down.

“There’s a time when the operation of the machine becomes so odious, makes you so sick at heart, that you . . . can’t even tacitly take part,” he declared. “And you’ve got to put your bodies upon the gears and upon the wheels . . . you’ve got to make it stop. And you’ve got to indicate to the people who run it, to the people who own it, that unless you’re free the machine will be prevented from working at all.”

—quoted in *Decade of Shocks*

The Growth of the Youth Movement

The 1960s was one of the most tumultuous and chaotic decades in United States history. The decade also gave birth to a conspicuous youth movement, which challenged the American political and social system and conventional middle-class values. Perhaps no other time in the nation's history witnessed such protest.

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 26-1
- Daily Lecture and Discussion Notes 26-1
- Guided Reading Activity 26-1
- Section Quiz 26-1
- Reading Essentials and Study Guide 26-1
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 26-1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 26–1

Copyright © by The McGraw-Hill Companies, Inc.
Daily Lecture and Discussion Notes
Chapter 26, Section 1

Did You Know? Tom Hayden and Al Haber founded Students for a Democratic Society in 1960. Hayden later became a California state legislator.

- I. The Growth of the Youth Movement (pages 800–802)
 - A. During the 1960s, a youth movement developed that challenged American politics, its social system, and the values of the time.
 - B. The beginning of the 1960s youth movement began in the 1950s. During the 1950s, the nation had a boom in its economy that not all Americans enjoyed. Some Americans, especially writers and artists of the “beat” movement, openly criticized American society.

The Roots of the Movement The roots of the 1960s youth movement stretched back to the 1950s. In the decade after World War II, the nation’s economy boomed, and much of the country enjoyed a time of peace and prosperity. Prosperity did not extend to all, however, and some, especially the artists and writers of the “beat” movement, had openly criticized American society. They believed it valued conformity over independence and financial gain over spiritual and social advancement. Meanwhile, such events as the growing nuclear arms race between the United States and the Soviet Union made many more of the nation’s youth uneasy about their future. Writer Todd Gitlin, who was a senior at the Bronx High School of Science in 1959, recalls the warning that the editors of his student yearbook delivered.

“In today’s atomic age . . . the flames of war would write *finis* not only to our civilization, but to our very existence. Mankind may find itself unable to rise again should it be consumed in a nuclear pyre of its own making. In the years to come, members of this class will bear an ever-increasing responsibility for the preservation of the heritage given us.”

—from *The Sixties*

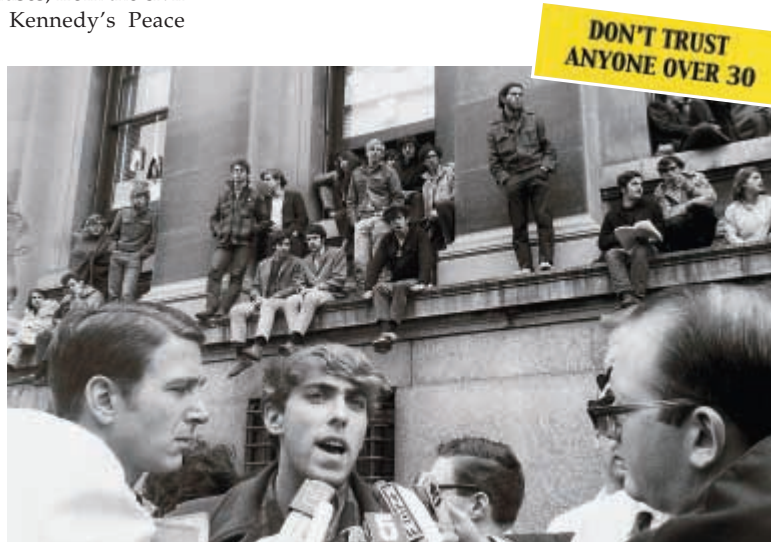
Concern about the future led many young people to become more active in social causes, from the civil rights movement to President Kennedy’s Peace Corps. The emergence of the youth movement grew out of the huge numbers of people of the postwar “baby boom” generation. By 1970, 58.4 percent of the American population was 34 years old or younger. (By comparison, those 34 or younger in 2000 represented an estimated 48.9 percent.)

The early 1960s saw another phenomenon that fueled the youth movement—the rapid increase in enrollment at colleges throughout the nation. The economic boom of the 1950s led to a boom in higher education, since more families could afford to send their children to college. Between 1960 and 1966, enrollment in 4-year institutions rose from 3.1 million to almost 5 million

students. College life empowered young people with a newfound sense of freedom and independence. It also allowed them to meet and bond with others who shared their feelings about society and fears about the future. It was on college campuses across the nation where the protest movements would rage the loudest.

Students for a Democratic Society Some youths were concerned most about the injustices they saw in the country’s political and social system. In their view, a few wealthy elites controlled politics, and wealth itself was unfairly divided. These young people formed what came to be known as the New Left. (The “new” left differed from the “old” left of the 1930s, which had advocated socialism and communism.) A prominent organization of this group was the **Students for a Democratic Society (SDS)**. It defined its views in a 1962 declaration known as the **Port Huron Statement**. Written largely by **Tom Hayden**, editor of the University of Michigan’s student newspaper, the declaration called for an end to apathy and urged citizens to stop accepting a country run by big corporations and big government.

SDS groups focused on protesting the Vietnam War, but they also addressed such issues as poverty, campus regulations, nuclear power, and racism.



Picturing History

Youth Movement The Students for a Democratic Society (SDS) worked to address many of the problems they saw in the 1960s. Made up primarily of college students, the group was suspicious of the motives of adults. **Where did the SDS begin its reform crusade?**

Discussing a Topic Have students discuss the causes of the 1960s generation gap and whether there is a generation gap today. If they believe there is, ask them to identify its causes. **L1 US: 6H, 24B, 24G; ELA: Gr9/10: 16E; Gr11: 15E**

Picturing History

Answer: University of Michigan

CURRICULUM CONNECTION

Mathematics In 1955 young people ages 15 to 19 made up 7 percent of the population—11,185,000 out of a total population of 165,248,000. By 1965 the percentage had increased to 9 percent—17,052,000 out of a total population of 194,583,000. The increase reflects the years when baby boomers were teenagers.

COOPERATIVE LEARNING ACTIVITY

Researching a Topic Organize the class into small research groups to investigate student protests on college campuses during 1968. Groups should choose a particular incident to study and report their findings to the class. Students should include what the protest was about, how many people took part, and any reform that resulted from it. **US: 18A, 24A–D, 25C, 25D; ELA: Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr9/10: 16E; Gr10/11: 7E–G; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 800: 1A, 1B, 18A, 24B, 25A, 25C; Page 801: 1A, 6E, 14A, 14B, 18A

CHAPTER 26

Section 1, 800–805

Guided Reading Activity 26-1


Name _____ Date _____ Class _____

★ Guided Reading Activity 26-1

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What movement challenged the American political and social system and conventional middle-class values in the 1960s? _____
2. Who believed that American society valued conformity over independence and financial gain over spiritual and social advancement? _____
3. What event made many of the nation's youth uneasy about their future? _____
4. How did college life affect young people in the 1960s? _____
5. What were the views of the Students for a Democratic Society as set forth in the Port Huron Statement? _____

Organizing Information Have students create a chart illustrating the similarities and differences between the hippie culture of the 1960s and current countercultures. Suggest that they focus on these questions: **What is the issue? What is the goal? What are the outward signs of the movement?** **L2 US: 6H, 8A, 8B, 24B; ELA: Gr9/10/11: 4D, 13C**

 Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Picturing History

Answer: San Francisco, California
Ask: **What were some of the outward signs that defined the hippie movement?** (*Students' answers will vary. They might mention long hair, headbands, cowboy boots, long dresses, shabby jeans, and drug use.*)
ELA: Gr9/10: 16E; Gr11: 15E

Reading Check

Answer: concern about future, increased college enrollment, injustices in the political and social system



Picturing History

The Counterculture Commonly known as “hippies,” members of the counterculture separated themselves from society in the 1960s by trying to create their own culture of love and tolerance. **What western city was a focal point of the hippie culture?**

In 1968, for example, SDS leaders assisted in an eight-day occupation of several buildings at Columbia University in New York City to protest the administration’s plan to build a new gym in an area that served as a neighborhood park near Harlem.

The Free Speech Movement Another group of protesters who captured the nation’s attention were members of the Free Speech Movement, led by **Mario Savio** and others at the University of California at Berkeley. The issue that sparked the movement was the university’s decision in the fall of 1964 to restrict students’ rights to distribute literature and to recruit volunteers for political causes on campus. The protesters, however, quickly targeted more general campus matters and drew in more and more supporters.

Like many college students, those at Berkeley were disgruntled with the practices at their university. Officials divided huge classes into sections taught by graduate students, while many professors claimed they were too busy with research to meet with students. Faceless administrators made rules that were not always easy to obey and imposed punishments for violations. Isolated in this impersonal environment, many Berkeley students found a purpose in the Free Speech Movement.

The struggle between school administrators and students peaked on December 2, 1964, with the sit-in and Savio’s famous speech at the administration

building. Early the next morning, California Governor Pat Brown sent in 600 police officers to break up the demonstration. Police arrested more than 700 protesters.

The arrests set off a new and even larger protest movement. Within a few days, thousands of Berkeley students participated in a campus-wide strike, stopping classes for two days. Much of the faculty also voiced its support for the Free Speech Movement. In the face of this growing opposition, the administration gave in to the students’ demands shortly before the Christmas recess.

The following week, the Supreme Court validated the students’ First Amendment rights to freedom of speech and assembly on campus. In a unanimous vote, the Court upheld the section of the Civil Rights Act assuring these rights in places offering public accommodations, which, by definition, included college campuses. The Berkeley revolt was one of the earliest outbursts in a decade of campus turmoil. The tactics the protesters used there—abandoning classes and occupying buildings—would serve as a model for college demonstrators across the country.

 **Reading Check Synthesizing** What were three reasons for the growth of the youth movement of the 1960s?

The Counterculture

While a number of young Americans in the 1960s sought to challenge the system, others wanted to leave it and build their own society. Throughout the decade, thousands of mostly white youths turned away from their middle- and upper-class existence and created a new lifestyle—one that promoted the virtues of flamboyant dress, rock music, drug use, and free and independent living. With their alternative ways of life, these young men and women formed what became known as the **counterculture** and were commonly called “hippies.”

Hippie Culture Originally, hippie culture represented a rebellion against the dominant culture in the United States. This included a rejection of Western civilization, of rationality, order, and the traditional values of the middle class. At its core, the counterculture held up a utopian ideal: the ideal of a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation. Much of this was in reaction to the 1950s American stereotype of the man in the gray flannel suit who led a constricted and colorless life.

MEETING SPECIAL NEEDS

Visual/Spatial Help students who are visual learners determine the main idea of the section by having them look at and think about all the visuals. They should consider the overall impression and then study the details. In pairs, students can discuss what the visuals tell them about the counterculture. Encourage students to use drawings and symbols in their notebooks to help them when they study for a quiz or test. **L1 US: 24B; ELA: Gr9/10/11: 7F**

 Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

ELA: Page 802: Gr9/10/11: 6A, 19B, 20B; **Page 803:** Gr9/10/11: 6A, 10B; Gr9: 7G; Gr10/11: 7F

When the movement grew larger, many of the newcomers did not always understand these original ideas of the counterculture. For them, what mattered were the outward signs that defined the movement—long hair, Native American headbands, cowboy boots, long dresses, shabby jeans, and the use of drugs such as marijuana and LSD. Drug use, especially, came to be associated with the hippie culture.

Many hippies desired to literally drop out of society by leaving home and living together with other youths in **communes**—group living arrangements in which members shared everything and worked together. A number of hippies established communes in small and rural communities, while others lived together in parks or crowded apartments in the nation’s large cities. One of the most popular hippie destinations became San Francisco’s **Haight-Ashbury district**. By the mid-1960s, thousands of hippies had flocked there.

New Religious Movements In their rejection of materialism, many members of the counterculture embraced spirituality. This included a broad range of beliefs, from astrology and magic to Eastern religions and new forms of Christianity.

Many of the religious groups centered around authoritarian leaders. In these groups, the leader dominated others and controlled their lives, sometimes to the point of arranging marriages between members. Religion became the central experience in the believer’s life. The authoritarian figure was a sort of parent figure, and believers formed an extended family that took the place of the family into which a member had been born. This could lead to painful conflicts. Some parents accused religious sects of using mind-control methods; some attempted to recapture and “deprogram” their children.

Two new religious groups that attracted considerable attention beginning in the 1960s were the **Unification Church** and the **Hare Krishna** movement. Both were offshoots of established religions, and both came from abroad. Members of the Unification Church were popularly known as “Moonies,” after their Korean-born founder, the Reverend Sun Myung Moon. He claimed to have had a vision in which Jesus told Moon that he was the next messiah and was charged with restoring the Kingdom of God on Earth. The Hare Krishnas traced their spiritual lineage to a Hindu sect that began in India in the 1400s and worshiped the god Krishna. In dress, diet, worship, and general style of living, Hare Krishnas tried to emulate these Hindu practitioners of another time and place.

The Counterculture Declines After a few years, the counterculture movement began to deteriorate. Some hippie communities in the cities soon turned into seedy and dangerous places where muggings and other criminal activity became all too frequent. The glamour and excitement of drug use soon waned, especially as more and more young people became addicted or died from overdoses. In addition, a number of the people involved in the movement had gotten older and moved on in life. Upon witnessing the decline of Haight-Ashbury, one writer dismissed the one-time booming urban commune as “the desperate attempt of a handful of pathetically unequipped children to create a community out of a social vacuum.” In the end, most of the young men and women of the counterculture, unable to establish an ideal community and unable to support themselves, gradually returned to mainstream society.

1 Reading Check Summarizing What were the core ideals of members of the counterculture?

Impact of the Counterculture

In the long run, the counterculture did change American life in some ways. Over time, mainstream America accepted many of these changes.

Fashion The counterculture generation, as one observer of the 1960s noted, dressed in costumes rather than in occupational or class uniforms. The colorful, beaded, braided, patched, and fringed garments that both men and women wore turned the fashion industry upside down. The international fashion world took its cues from young men and

Fact	Fiction	Folklore
<p>New 1960s Words During the 1960s, Americans coined a host of new words and phrases. The word <i>hippie</i>, used to describe members of the counterculture, probably originated from the 1930s term <i>hep</i>, for “those in the know.” Other people believe <i>hippie</i> may have evolved from the 1950s word <i>hipster</i>, which referred to members of the beatnik movement.</p> <p>Hippies themselves introduced a few terms to the country. They often uttered the phrase <i>far out</i> to indicate anything that was very good or very bad. Individuals who rejected the free-living counterculture lifestyle were considered <i>straight</i> or <i>square</i>.</p>		

Responding to Music Bring recordings of music from the 1960s to class and have students listen to a few selections. Have students write down their impressions of the music. **L1 US: 20A, 24B; ELA: Gr9/10/11: 4A, 4B**

FYI

Moonies were married in mass wedding ceremonies known as “Blessings.” Rev. Moon and his wife presided over the ceremonies. Moonies believed that blessed couples would have sinless children.

Reading Check

Answer: a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation

Fact	Fiction	Folklore
<p>In addition to the language of the counterculture, there was a look. Counterculture youth liked to borrow clothing styles from other cultures, especially from cultures that were less involved with mass industry than the United States. Popular styles were colorful patterned pullover shirts, or dashikis from Africa, and paisley designs from India and Persia.</p>		

History and the Humanities

- American Music: Hits Through History: “Blowin’ in the Wind,” “Turn, Turn, Turn”
- American Art & Architecture: Map

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Performing Arts Organize the class into three or four groups and have each prepare a skit on one of the situations below. Encourage all students to participate and have each group present their skit to the rest of the class. **L2 US: 6E, 6H, 18A, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B**

- A group of friends deciding whether to participate in an antiwar or a pro-war rally
- A member of the SDS speaking at a meeting of university officials
- A college student trying to explain the counterculture to his or her parents

Student Edition TEKS

US HISTORY: Page 802: 1A, 18A, 25A; Page 803: 1A, 18A, 24B, 25A

CHAPTER 26

Section 1, 800–805

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7i; Gr10/11: 7H

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 26–1

Name _____ Date _____ Class _____

Study Guide

Chapter 26, Section 1
For use with textbook pages 800–805

THE STUDENT MOVEMENT AND THE COUNTERCULTURE

KEY TERMS AND NAMES

Port Huron Statement declaration by the Students for a Democratic Society that called for citizens to stop accepting a country run by big corporations and big government (page 803)

Tom Hayden author of the Port Huron Statement (page 803)

counterculture youth who adopted alternative ways of life (page 802)

communes group living arrangements in which members shared everything and worked together (page 803)

Haight-Asbury district a popular hippie destination in San Francisco (page 803)

Jimi Hendrix musician who was a master at the electrically amplified guitar (page 805)

Section Quiz 26–1

Name _____ Date _____ Class _____

★ Chapter 26 Score _____

Section Quiz 26-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. one of the most famous rock 'n' roll groups	A. counterculture
2. derived its subject matter from elements of the popular culture	B. Port Huron Statement
3. defined the views of the Students for a Democratic Society	C. pop art
4. group living arrangements in which members shared everything and worked together	D. The Beatles
5. young men and women with alternative ways of life, commonly called "hippies"	E. communes

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that

NATIONAL GEOGRAPHIC

MOMENT in HISTORY

Most Woodstock festival-goers were white, middle- or upper-class, and between 16 and 30 years of age.

women on the street. As a result, men's clothing became more colorful, and women's clothing became more comfortable.

Protesters often expressed themselves with their clothing. The counterculture adopted military surplus attire not only because it was inexpensive, but also because it expressed rejection of materialist values and blurred the lines of social class. For the same reasons, clothing of another age was recycled, and worn-out clothing was repaired with patches. Ethnic clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while tie-dyed shirts borrowed techniques from India and Africa.

Perhaps the most potent symbol of the era was hair. A popular 1967 musical about the period was titled, fittingly, *Hair*. Long hair on a young man was the ultimate symbol of defiance. Slogans appeared, such as "Make America beautiful—give a hippie a haircut." School officials debated the acceptable length of a student's hair—could it curl over the collar or not? Once the initial shock wore off, however,

longer hair on men and more individual clothing for both genders became generally accepted. What was once clothing of defiance was now mainstream.

Art During the 1960s, one art critic observed, the distinctions between traditional art and popular art, or **pop art**, dissolved. Pop art derived its subject matter from elements of popular culture, such as photographs, comic books, advertisements, and brand-name products. Artist **Andy Warhol**, for example, used images of famous people, such as Marilyn Monroe and Elizabeth Taylor, and repeated them over and over. Warhol also reproduced items such as cans of soup, making the pictures as realistic as possible. Roy Lichtenstein used frames from comic strips as his inspirations. He employed the bold primary colors of red, yellow, and black, and put words like *blam* and *pow* into his paintings in comic book fashion.

Pop artists expected these symbols of popular culture to carry some of the same meaning as they did in their original form. The artists sometimes referred to themselves as only the "agents" of the art and said it

NATIONAL GEOGRAPHIC

MOMENT in HISTORY

WOODSTOCK NATION

In August 1969, more than 400,000 young people descended on a 600-acre farm in upstate New York for what was billed as "three days of peace and music." Organizers of the Woodstock Music and Art Fair were overwhelmed by the turnout. Massive traffic jams, supply shortages, inadequate first aid and sanitation facilities, and torrential rainfall did not dampen the joyous spirit of the crowd. People shared their food and blankets, bathed in the rain, and listened to an amazing collection of some of the greatest musicians of the 1960s.



CRITICAL THINKING ACTIVITY

Comparing Ask students to discuss today's hairstyles, fashions, and music. **Ask: Do they reflect any of the trends of the 1960s? What messages do today's styles send?** Ask students to speculate why some members of the 1960s counterculture are now part of mainstream society. **L2 US:** 6H, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

ELA: Page 804: Gr9/10/11: 6A, 19B, 20B; Page 805: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

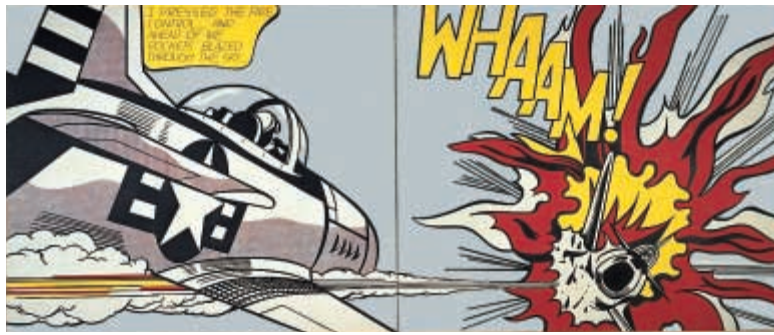
was up to the observer to give meaning to the work and thus become part of it.

Music and Dance Counterculture musicians hoped that their music, rock 'n' roll, would be the means of toppling the establishment and reforming society. This did not happen because rock music was absorbed into the mainstream, where it brought material success worth billions of dollars to performers, promoters, and record companies.

One of the most famous rock groups, the **Beatles**, took the country by storm in 1964. "Beatlemania" swept the country, inspiring hundreds of other rock 'n' roll groups both in Great Britain and the United States.

Many of the new groups combined rock 'n' roll rhythms with lyrics that expressed the fears and hopes of the new generation and the widening rift between them and their parents. **Bob Dylan** provided these lyrics, as did the Beatles and many other musicians, while spirited performers like Janis Joplin made the songs come alive.

The use of electrically amplified instruments also drastically changed the sound and feel of the new music. One master of this new sound was **Jimi Hendrix**, a guitarist from Seattle. Hendrix lived overseas and achieved stardom only after returning to the United States with the influx of musicians from Great Britain. His innovative guitar playing continues to influence musicians today.



History Through Art

Pop Art Artists like Roy Lichtenstein mocked certain aspects of American life by using common examples of commercial art, such as comics and advertisements. **What statement is this piece of art making?**

At festivals such as **Woodstock**, in upstate New York in August 1969, and Altamont, California, later that year, hundreds of thousands of people got together to celebrate the new music. Though the fast-paced, energetic beat of rock 'n' roll was made for dancing, the style of dancing had changed dramatically. Each person danced without a partner, surrounded by others who also danced alone—a perfect metaphor for the counterculture, which stressed individuality within the group.

Headline-grabbing events such as Woodstock made it difficult for the nation to ignore the youth movement. By this time, however, other groups in society were also raising their voices in protest. For example, many women began renewing their generations-old efforts for equality, hoping to expand upon the successes gained during the early 1900s.

Reading Check Evaluating What lasting impact did the counterculture have on the nation?

History Through Art

Answer: that war is not a game—it is destructive and dangerous
Ask: **What characterized pop art?** (It used popular culture for its subject matter, and it expected the symbols of popular culture to carry the same meaning as they did in their original form. They encouraged the observer to become part of the art through their interpretation of it.)

Reading Check

Answer: changes in fashion, music, dance, and the idea that alternatives to mainstream culture were possible

Reteach

Have students explain the origins of the nation's youth movement. **US:** 6H, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Invite interested students to use library and Internet resources to learn more about the health food movement that began in the 1960s. **US:** 24A–D; **ELA:** Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

4 CLOSE

Have students define the goals of serious members of the counterculture. **US:** 6E, 24B

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

- Define:** counterculture, commune.
- Identify:** Port Huron Statement, Tom Hayden, Haight-Ashbury district, Jimi Hendrix.
- Summarize** two legacies of the counterculture movement.

Reviewing Themes

- Government and Democracy** How did the U.S. Supreme Court validate the actions of the members of the Free Speech Movement?

Critical Thinking

- Contrasting** How were hippies different from members of the New Left?
- Analyzing** Why did the counterculture movement decline?
- Organizing** Use a graphic organizer similar to the one below to list the causes of the youth movement.



Analyzing Visuals

- Analyzing Photographs** Look closely at the photograph of a group of hippies and their bus on page 802. How does the bus itself represent values of the counterculture?

Writing About History

- Descriptive Writing** Imagine you are a journalist in the 1960s. Write an article in which you visit a commune and describe the hippie culture you see.

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Port Huron Statement (p. 801), Tom Hayden (p. 801), Haight-Ashbury district (p. 803), Jimi Hendrix (p. 805)
- It contributed new styles of popular culture and encouraged greater self-expression. **US:** 20B
- It upheld the right to freedom of speech and assembly on campus. **US:** 18A
- Hippies were more interested in creating a utopian lifestyle than in political protest. **US:** 24B
- Many participants were unable to establish an ideal community or support themselves. **US:** 24B
- concern about the future; "baby boom"; social injustice **US:** 25C
- colorful, individualized appearance, communal transport
- Students' articles will vary. Articles should include descriptions of what a journalist might have seen. **US:** 25D

Student Edition TEKS

US HISTORY: Page 804: 1A, 20A, 25A; Page 805: 1A, 18A, 20A, 20B, 20D, 24B, 25A, 25C, 25D

CHAPTER 26

Section 2, 806–810

SECTION 2 The Feminist Movement

1 FOCUS

Section Overview

This section focuses on the push for greater rights and opportunities for American women.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 26–2

Unit 7 DAILY FOCUS SKILLS TRANSPARENCY 26-2

Identifying Points of View

THE EQUAL RIGHTS AMENDMENT

NOW

- Gives women greater educational opportunities
- Gives equal pay for equal work
- Gives the suspension of income from certain professions and most levels of politics

Stop-ERA

- Destroys traditional American values and social patterns
- Takes away legal rights of wives, especially in divorce cases
- Takes away the right to have single-women colleges

Directions: Answer the following questions based on the information at left.

How did the National Organization for Women and the Stop-ERA campaigns differ in their reactions to the proposed Equal Rights Amendment?

F Stop-ERA wanted to change social patterns while NOW did not want change.

G Stop-ERA supported the amendment while NOW was against it.

H NOW wanted new rights while Stop-ERA feared losing rights.

J NOW wanted political power while Stop-ERA wanted to repeal women's right to vote.

Guide to Reading

Answers to Graphic: League of Women Voters: promoted laws to protect women and children; National Woman's Party: opposed protective legislation

Preteaching Vocabulary

Have students write three questions that can be answered using the Key Terms and Names. **US: 25A; ELA: Gr9/10/11: 6A**

Student Edition TEKS

ELA: Page 806: Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C; **Page 807:** Gr9/10/11: 6A, 10B, 19B, 20B

Guide to Reading

Main Idea

During the 1960s and 1970s, a large number of American women organized to push for greater rights and opportunities in society.

Key Terms and Names

feminism, Equal Pay Act, Equal Employment Opportunity Commission, Betty Friedan, National Organization for Women, Title IX, Phyllis Schlafly

1 Reading Strategy

Categorizing As you read about the women's movement, use a graphic organizer similar to the one below to compare the ideas of the two organizations that formed when the women's movement split.

Organization	Ideas

Reading Objectives

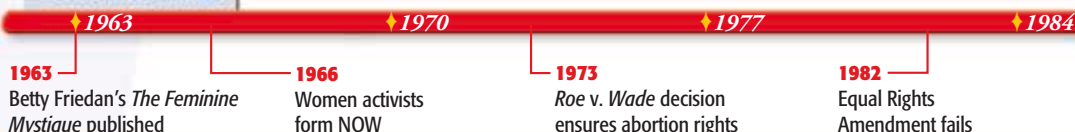
- **Describe** the workplace concerns that fueled the growth of the women's movement.
- **Identify** major achievements of the women's movement.

Section Theme

Civic Rights and Responsibilities

Women organized to claim their rights and responsibilities as citizens and employees.

Preview of Events



★ An American Story ★



A 1960s-era women's magazine

In 1960 the housewife-oriented magazine *Redbook* asked readers to send examples of "Why Young Mothers Feel Trapped." Some 24,000 women responded. One of them was Herma Snider, a housewife and mother of three in Nevada. Snider wrote that as a high school and college student, she had dreamed of a career in journalism. After getting married and having three children, that dream died.

"Cemented to my house by three young children," she wrote, "there were days in which I saw no adult human being except the milkman as he made his deliveries and spoke to no one from the time my husband left in the morning until he returned at night." She added, "Each night as I tucked my sons into bed, I thanked God that they would grow up to be *men*, that they would be able to teach, write, heal, advise, travel, or do anything else they chose."

Desperate for greater fulfillment in her life, Snider eventually took a job as a part-time hotel clerk. About this decision, she said:

“My cashier’s job is not the glamorous career I once dreamed of. And I know that it can be said that my solution is not a solution at all, merely an escape. But it seems to me that when the demands of children and household threaten to suffocate you, an escape *is* a solution.”

—quoted in *The Female Experience: An American Documentary*

A Weakened Women's Movement

Herma Snider was not alone. Although many women were content to be homemakers, by the early 1960s scores of them had grown dissatisfied with their roles. At the same time, those who worked outside the home were recognizing their unequal status

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 26–2
- Daily Lecture and Discussion Notes 26–2
- Guided Reading Activity 26–2
- Section Quiz 26–2
- Reading Essentials and Study Guide 26–2
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 26–2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 26–2

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Daily Lecture and Discussion Notes
Chapter 26, Section 2

Did You Know? By the early 1970s, many women refused to adopt their husbands' last names when they married. Many women used the term "Ms." in place of "Mrs." or "Miss" to show that a woman's marital status was irrelevant.

I. **A Weakened Women's Movement** (pages 806–807)

A. A new feminist movement began in the 1960s. Feminism, the belief that men and women should be equal politically, economically, and socially, began as early as the 1920s.

B. With the onset of World War II, women joined the nation's workforce as many men went off to fight the war. When the soldiers returned after the war, many women lost

as reflected in lower pay and fewer opportunities. These developments led to the rise of a new feminist movement in the 1960s.

Feminism, the belief that men and women should be equal politically, economically, and socially, had been a weak and often embattled force since the adoption of the Nineteenth Amendment guaranteeing women's voting rights in 1920. Soon after the amendment's passage, the women's movement split into two camps. One group, the League of Women Voters, tended to promote laws to protect women and children, such as limiting the hours they could work. The National Woman's Party (NWP), on the other hand, opposed protective legislation for women. The NWP believed it reinforced workplace discrimination. In 1923 the NWP persuaded members of Congress to introduce the first Equal Rights Amendment aimed at forbidding federal, state, and local laws from discriminating on the basis of gender. Since the women's movement was divided, however, Congress could afford to ignore the amendment.

The onset of World War II provided women with greater opportunity, at least temporarily. With many men enlisted in the army, women became an integral part of the nation's workforce. When the war ended, however, many women lost their jobs to the returning men.

Despite having to return to their domestic work, many women gradually reentered the labor market. By 1960 they made up almost one-third of the nation's workforce. Yet many people continued to believe that women, even college-educated women, could better serve society by remaining in the home to influence the next generation of men.

as cleaning women and hospital attendants. As more women entered the workforce, the protest against inequities grew louder.

Women had also gained a better understanding of their inequality in society from their experiences in the civil rights and antiwar movements. Often they were restricted to menial tasks and rarely had a say in any policy decisions. From the broader perspective, the women's movement was part of the 1960s quest for rights.

GOVERNMENT

Fighting for Workplace Rights Two forces helped bring the women's movement to life again. One was the mass protest of ordinary women. The second was a government initiative: the **President's Commission on the Status of Women**, established by President Kennedy and headed by Eleanor Roosevelt. The commission's report highlighted the problems of women in the workplace and helped create networks of feminist activists, who lobbied Congress for women's legislation. In 1963, with the support of labor, they won passage of the **Equal Pay Act**, which in most cases outlawed paying men more than women for the same job.

Congress gave women another boost by including them in the 1964 Civil Rights Act, a measure originally designed to fight racial bias. **Title VII** of the act outlawed job discrimination by private employers not only on the basis of race, color, religion, and

Picturing History

Perfect Home, Perfect Wife This image of a proud wife in her spotless kitchen reflects some of the traditional ideas of the 1950s and 1960s. **What did the women's movement criticize about these ideas?**



CHAPTER 26 The Politics of Protest 807

Discussing a Topic Have students discuss women's career choices today. Ask them if parents, teachers, counselors, and others steer women toward some careers and away from others. **LI US: 21D, 24B**

Reading Check

Answer: Many took jobs outside the home.

Picturing History

Answer: the idea that a woman's place was in the home

Use **Interpreting Political Cartoons**, Cartoon 30.

FYI

In the past many people lumped women together with minority groups, using references such as "women and other minorities." In fact, since 1950, women in the United States make up a little more than half the population.

Student Edition TEKS

US HISTORY: Page 806: 1A, 1B, 21D, 24B, 25A, 25C; Page 807: 1A, 7C, 14A, 14D, 21D, 25A

COOPERATIVE LEARNING ACTIVITY

Analyzing Salary Differences Between Men and Women Organize the class into small groups of three or four students. Ask each group to choose a profession or line of work in which they think men and women earn equal pay. Ask them to research and graph the average salaries for male and female workers in that profession in five-year increments since 1955. Encourage students to use library and Internet resources. Have groups compare their graphs and discuss their findings.

US: 8A, 8B, 21D, 24A–D, 24H

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 26

Section 2, 806–810

Guided Reading Activity 26–2

Name _____ Date _____ Class _____

★ Guided Reading Activity 26–2

DIRECTIONS: Read *Who, What, When, Where, Why, and How* read the section and answer the questions below. Refer to your textbook to write the answers.

1. How was the unequal status of women reflected in the 1960s?
2. What was feminism?
3. What was the purpose of the League of Women Voters?
4. Why was Congress able to ignore the Equal Rights Amendment?
5. How many American women were in the workforce in the 1960s, and how many of them were in lower-paying jobs?
6. How did the civil rights and antiviet movements benefit women?

Picturing History

Answer: NOW (National Organization for Women)

Ask: Some people wrongly assumed that Friedan and other feminists were antifamily. How does this photo portray Friedan? (as a caring mother)



Picturing History

The Feminine Mystique Betty Friedan's best-selling book (right) exposed a sense of dissatisfaction that many women experienced but were reluctant to speak about openly. What political organization stemmed from women's growing sense of unfulfillment?

Friedan's book became a best-seller. Many women soon began reaching out to one another, pouring out their anger and sadness in what came to be known as consciousness-raising sessions. While they talked informally about their unhappiness, they were building the base for a nationwide movement.

The Time Is NOW In June 1966, Friedan returned to a thought that she and others had been considering, the need for women to form a national organization. On the back of a napkin, she scribbled down her intentions "to take the actions needed to bring women into the mainstream of American society, now . . . in fully equal partnership with men." Friedan and others then set out to form the **National Organization for Women (NOW)**.

NOW soon leapt off the napkin and into the headlines. In October 1966, a group of about 300 women and men held the founding conference of NOW. "The time has come," its founders declared, "to confront with concrete action the conditions which now prevent women from enjoying the equality of opportunity and freedom of choice which is their right as individual Americans and as human beings."

The new organization responded to frustrated housewives by demanding greater educational opportunities for women. The group also focused much of its energy on aiding women in the workplace. NOW leaders denounced the exclusion of women from certain professions and from most levels of politics. They lashed out against the practice of paying women less than men for equal work, a practice the Equal Pay Act had not eliminated.

The efforts to pass the Equal Rights Amendment pushed the organization's membership over 200,000. By July 1972, the movement even had a magazine of its own, *Ms.*, which kept readers informed on women's issues. The editor of the new magazine was **Gloria Steinem**, an author and public figure who was one of the movement's leading figures.

Reading Check Identifying What two forces helped bring the women's movement to life again?

Creating a Chart Have students learn more about the roles of women in other cultures and countries in the 1960s and 1970s. Instruct students to create a chart to compare and contrast the roles of women in the country they have chosen with American women. **L2 US: 8A, 24B, 25C, 25D; ELA: Gr9/10/11: 4A–D, 4F**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Use *Supreme Court Case Study 46, Reed v. Reed*.

Reading Check

Answer: the mass protest of ordinary women, and the President's Commission on the Status of Women

national origin, but also of gender. This measure became decisive legal basis for advances made by the women's movement.

Given prevailing attitudes about what kind of work was proper for women, change took time. Even the federal agency charged with administering the new law, the **Equal Employment Opportunity Commission (EEOC)**, still held to the idea that jobs should be distinguished by gender. In August 1965, for example, the commission ruled that gender-segregated help-wanted ads were legal.

The Feminine Mystique Many date the women's movement from the publication of **Betty Friedan's** *The Feminine Mystique* in 1963. Friedan had traveled around the country interviewing the women who had graduated with her from Smith College in 1942. She found that while most of these women reported having everything they could want in life, they still felt unfulfilled. Friedan described these feelings in her book:

“The problem lay buried, unspoken, for many years in the minds of American women. . . . Each suburban wife struggled with it alone. As she made the beds, shopped for groceries . . . chauffeured Cub Scouts and Brownies . . . she was afraid to ask even of herself the silent question—'Is this all?'”

—from *The Feminine Mystique*

Successes and Failures

During the late 1960s and early 1970s, the women's movement fought to enforce Title VII of the Civil Rights Act, lobbied to repeal laws against abortion,

MEETING SPECIAL NEEDS

Learning Disability To help students with learning disabilities, pick out the most important points of this section, and then have students use the heads of the section to create a study outline. As they complete each subhead, have them write notes about the important points. Then encourage them to discuss their outlines with a partner and make any modifications that would improve the outline. **L1 US: 25D; ELA: Gr9: 7I; Gr10/11: 7H**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

ELA: Page 808: Gr9/10/11: 8B, 10B, 19B, 20B; **Page 809:** Gr9/10/11: 6A

and worked for legislation against gender discrimination in employment, housing, and education. Along the way, it experienced success as well as failure.

Striving for Equality in Education One of the movement’s notable achievements was in education. Kathy Striebel’s story highlighted the discrimination female students often faced in the early 1970s. In 1971, Striebel, a high school junior in St. Paul, Minnesota, wanted to compete for her school’s swim team, but the school did not allow girls to join. Kathy’s mother, Charlotte, was a member of the local NOW chapter. Through it, she learned that St. Paul had recently passed an ordinance prohibiting gender discrimination in education. She filed a grievance with the city’s human rights department, and officials required the school to allow Kathy to swim.

Shortly after joining the team, Kathy beat out one of the boys and earned a spot at a meet. As she stood on the block waiting to swim, the opposing coach declared that she was ineligible to compete because the meet was outside St. Paul and thus beyond the jurisdiction of its laws. “They pulled that little girl right off the block,” Charlotte Striebel recalled angrily.


Recognizing the problem, leaders of the movement pushed lawmakers to enact federal legislation banning gender discrimination in education. In 1972 Congress responded by passing a law known collectively as the Educational Amendments. One section, **Title IX**, prohibited federally funded schools from discriminating against girls and young women in nearly all aspects of its operations, from admissions to athletics. Many schools implemented this new law slowly or not at all, but women now had federal law on their side.

Roe v. Wade One of the most important goals for many women activists was the repeal of laws against abortion. Until 1973, the right to regulate abortion was reserved to the states. This was in keeping with the original plan of the Constitution, which reserved all police power—the power to control people and property in the interest of safety, health, welfare, and morals—to the state. Early in the country’s history, some abortion was

permitted in the early stages of pregnancy, but after the middle of the 1800s, when states adopted statutory law, abortion was prohibited except to save the life of the mother. Women who chose to have an abortion faced criminal prosecution.

In the late 1960s, some states began adopting more liberal abortion laws. For example, several states allowed abortion if carrying a baby to term might endanger the woman’s mental health or if she was a victim of rape or incest. The big change came with the 1973 Supreme Court decision in *Roe v. Wade*. The Supreme Court ruled that state governments could not regulate abortion during the first three months of pregnancy, a time that was interpreted as being within a woman’s constitutional right to privacy. During the second three months of pregnancy, states could regulate abortions on the basis of the health of the mother. States could ban abortion in the final three months except in cases of a medical emergency.

Those in favor of protecting abortion rights cheered *Roe v. Wade* as a victory, but the issue was far

 Use *Supreme Court Case Study 48, Roe v. Wade*.

FYI

Bella Abzug served in the United States House of Representatives from 1971 to 1977. A strong supporter of women’s rights, in the 1960s she also helped establish Women Strike for Peace, an organization for worldwide nuclear disarmament.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 26–2

Name _____ Date _____ Class _____

Study Guide

Chapter 26, Section 2

For use with textbook pages 806–810

THE FEMINIST MOVEMENT

KEY TERMS AND NAMES

feminism the belief that men and women should be equal politically, economically, and socially (page 807)

Equal Pay Act a law that outlawed paying men more than women for the same job (page 807)

Equal Employment Opportunity Commission federal agency in charge of administering the new legislation for women (page 808)

Betty Friedan writer who wrote *The Feminine Mystique* (page 808)

National Organization for Women the national women’s organization started in the mid-1960s (page 808)

Title IX part of a law that prohibited federal schools from discriminating against girls

Profiles IN HISTORY

Shirley Chisholm
1924–



Shirley Chisholm once remarked, “Of my two ‘handicaps,’ being female put more obstacles in my path than being black.” Her attempts to overcome these obstacles propelled the Brooklyn, New York, native into the national spotlight and provided encouragement for other women and African Americans attempting to overcome discrimination.

Chisholm first gained national prominence when she defeated two other candidates for Congress from New York’s 12th District in 1968. Upon her swearing in, she became the first African American woman to serve in the United States Congress.

In Congress Chisholm became an ardent defender of several causes. An opponent of the seniority system, she protested the ways that party leaders assigned House members to committees and was instrumental in changing them. Chisholm was an early opponent of arms sales to South Africa’s racist regime. She also worked on education issues and to increase day care

programs, and she cosponsored a bill to guarantee an annual income to families.

In 1972 Chisholm ran for the Democratic nomination for president. She campaigned extensively and entered primaries in 12 states, winning 28 delegates and receiving 152 first ballot votes at the convention.

She returned to Congress after the convention and continued her crusade to help women and minorities for several more terms. She declined to run for re-election in 1982, citing the difficulties of campaigning for liberal issues in an increasingly conservative political atmosphere.

Profiles IN HISTORY

Ask: What were the two handicaps Shirley Chisholm faced and which did she find more difficult to overcome? (She thought that being a woman had put more obstacles in her way than being African American.)

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Visual Arts Have students create three sketches of typical women’s fashions from the 1960s and 1970s. Sketches should include clothing for several occasions. For example, students might choose to include a sketch of an outfit worn by a college student, a homemaker, and an office worker. Formal wear for special occasions such as weddings and proms could also be included. Encourage students to use library and Internet resources to locate fashion images to help them with their sketches. **L2 US: 24A–D, 25C, 25D; ELA: Gr9/10/11: 13B, 13C**

Student Edition TEKS

US HISTORY: Page 808: 1A, 7C, 18A, 21D; **Page 809:** 1A, 18A, 19B, 21A, 21D, 25A

CHAPTER 26

Section 2, 806–810

Section Quiz 26–2

Name _____ Date _____ Class _____

★ Chapter 26 _____ Score _____

Section Quiz 26-2
DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. a leading figure of the women's movement and editor of <i>Ms.</i> magazine	A. feminism
2. in most cases outlawed paying men more than women for the same job	B. Title IX
3. the belief that men and women should be equal politically, economically, and socially	C. Betty Friedan
4. wrote the book <i>The Feminine Mystique</i> , which led to the rise of a new feminist movement	D. Equal Pay Act
5. prohibited federally funded schools from discriminating against girls and young women in nearly all aspects of their education	E. Gloria Steinem

Picturing History

Answer: 35

Reteach

Have students explain the workplace issues for many women.

US: 6H, 21D, 24B

Enrich

Have interested students research the impact of Title IX.

US: 6H, 14D, 24A–D

Reading Check

Answer: Successes: the Educational Amendments, abortion rights, and improved working conditions; Failures: not passing the ERA, lingering income gap, women still mostly in low-paying jobs

4 CLOSE

Have students identify achievements of the women's movement. US: 6H, 21D, 24B



Picturing History

Opposing Viewpoints The Equal Rights Amendment had strong support, but it also had strong opposition, led by Phyllis Schlafly. How many states ratified the ERA?

from settled. The decision gave rise to the right-to-life movement, whose members consider abortion morally wrong and advocate its total ban. After the *Roe v. Wade* ruling, the two sides began an impassioned battle that continues today. (For more information on *Roe v. Wade*, see page 964.)

The Equal Rights Amendment In 1972 Congress passed the Equal Rights Amendment (ERA). To become part of the Constitution, this amendment to protect women against discrimination had to be ratified by 38 states. Many states did so—35 by 1979—but there was significant opposition to the amendment as well. Some people feared the ERA would take away

some traditional rights, such as the right to alimony in divorce cases or the right to have single-gender colleges. One outspoken opponent was Phyllis Schlafly, who organized the Stop-ERA campaign. The Equal Rights Amendment finally failed in 1982.

The Impact of the Women's Movement Despite the failure of the ERA, the women's movement would ultimately bring about profound changes in society. Since the 1970s, many more women have pursued college degrees and careers outside of the home than did so in previous decades. Since the women's movement began, two-career families are much more common than they were in the 1950s and 1960s, although a need for greater family income may also be a factor. Employers began to offer employees options to help make work more compatible with family life, including flexible hours, on-site child care, and job-sharing.

Even though the women's movement helped change social attitudes toward women, a significant income gap between men and women still exists. A major reason for the income gap is that most working women still hold lower-paying jobs such as bank tellers, administrative assistants, cashiers, schoolteachers, and nurses. It is in professional jobs that women have made the most dramatic gains since the 1970s. By the end of the 1990s, women made up roughly one-fourth of the nation's doctors and lawyers.

Reading Check Summarizing What successes and failures did the women's movement experience during the late 1960s and early 1970s?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

- Define:** feminism, Title IX.
- Identify:** Equal Pay Act, Equal Employment Opportunity Commission, Betty Friedan, National Organization for Women, Phyllis Schlafly.
- Summarize** Shirley Chisholm's political contributions.

Reviewing Themes

- Civic Rights and Responsibilities** How have women's rights improved since the 1960s?

Critical Thinking

- Synthesizing** What two events weakened the women's movement after 1920?
- Organizing** Use a graphic organizer similar to the one below to list the major achievements of the women's movement.



Analyzing Visuals

- Analyzing Photographs** Study the photograph on page 807 of a housewife in her kitchen. Think about depictions of housewives in modern television or magazine advertisements you have seen. How would you compare the photograph on page 807 with today's images?

Writing About History

- Persuasive Writing** Take on the role of a supporter or opponent of the ERA. Write a letter to the editor of your local newspaper to persuade people to support your position.

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. US: 25A
- Equal Pay Act (p. 807), Equal Employment Opportunity Commission (p. 808), Betty Friedan (p. 808), National Organization for Women (p. 808), Phyllis Schlafly (p. 810) US: 21D
- The first African American woman in Congress, she helped reform the House committee appointment system, and worked on education and day care. US: 19B
- More women have achieved equal pay for the same job, more career choices, and more political power. US: 7A
- division within the women's movement and World War II
- Equal Pay Act; inclusion in Title VII of the 1964 Civil Rights Act; Title IX; *Roe v. Wade*; more career possibilities US: 7A, 25C
- Answers will vary. Answers could mention that current depictions are realistic.
- Students' letters will vary. US: 25D

Student Edition TEKS

ELA: Page 810: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H; Page 811: Gr9/10/11: 6A, 7A, 7B, 8A, 8C, 8D, 10A, 10B

American LITERATURE



Charlotte Perkins Gilman was a prominent American social critic and feminist writer in the late 1800s and early 1900s. In her most famous work, *The Yellow Wallpaper* (1899), she presents the story of a woman diagnosed with hysteria, for whom a doctor has prescribed total rest. Cut off from any intellectual activity, the woman is slowly driven mad by her “cure.”

In this work, Gilman makes a statement against a common belief of the time—that women were generally unfit for scholarship. The story remained obscure for almost 50 years but was rediscovered in the 1970s. It has become a staple of many college literary courses.

Read to Discover

How does the narrator feel about her “illness”? How does her opinion differ from that of her physician and her family?

Reader’s Dictionary

scoff: make fun of

phosphates: a carbonated drink, often used as medicine in the 1800s and early 1900s

congenial: agreeable; pleasant

from *The Yellow Wallpaper*

by Charlotte Perkins Gilman

In the following excerpt, the narrator of the story, writing in a secret journal, is describing her “illness” and how her husband John and others feel about it.

John is practical in the extreme. He has no patience with faith, an intense horror of superstition, and he scoffs openly at any talk of things not to be felt and seen and put down in figures.

John is a physician, and *perhaps*—(I would not say it to a living soul, of course, but this is dead paper and a great relief to my mind)—*perhaps* that is one reason I do not get well faster.

You see he does not believe I am sick!

And what can one do?

If a physician of high standing, and one’s own husband, assures friends and relatives that there is really nothing the matter with one but temporary nervous depression—a slight hysterical tendency—what is one to do?

My brother is also a physician, and also of high standing, and he says the same thing.

So I take phosphates or phosphites—whichever it is, and tonics, and journeys, and air, and exercise, and am absolutely forbidden to “work” until I am well again.

Personally, I disagree with their ideas.

Personally, I believe that congenial work, with excitement and change, would do me good.

But what is one to do?



I did write for a while in spite of them; but it *does* exhaust me a good deal—having to be so sly about it, or else meet with heavy opposition.

Analyzing Literature

1. What is the main idea in this passage? How does it support the author’s point?
2. Does the narrator think this remedy will help her? Why or why not? What clues can you find about how the narrator feels about her illness?

Interdisciplinary Activity

Science Using the Internet and other resources, research some ways that diseases and illnesses were treated in the 1800s and 1900s. Do we still use these treatments today? Create a chart showing the progression of treatment for some of the illnesses you researched.

Answers to Analyzing Literature

1. This passage contrasts what her doctors think and what she thinks. Her weak and timid disagreement emphasizes the strength and power of her male doctors’ opinions.
2. No, she wants congenial work, excitement, and change. Her passivity shows in repetitions of the

phrase “what is one to do?” and tentative word choices such as *relief*, *perhaps*, and *exhaust*.

Interdisciplinary Activity

Charts should show the progress in diagnosing and treating selected illnesses and diseases.

Block Schedule

Team Teaching This selection from *The Yellow Wallpaper* can be presented in conjunction with English or Language Arts.

Read to Discover

Answer: The narrator feels that doing something other than resting would improve her health. Her family does not believe she is sick.

Reinforcing Vocabulary

Ask students to use each of the terms in a sentence that is not related to the reading.

Historical Connection

Charlotte Perkins Gilman drew on her own experience after the birth of her first child in writing *The Yellow Wallpaper*. The great-niece of Harriet Beecher Stowe, she wrote novels, poems, and magazine articles on a variety of subjects.

Portfolio Writing Activity

Have students write a narrative essay about a time when they were not believed. Encourage students to describe the circumstances and explore how the incident made them feel.

HISTORY Online

Refer to tx.tarvol2.glencoe.com for additional Glencoe Literature titles, lesson plans, and study guides related to this unit.

Student Edition TEKS

US HISTORY: Page 810: 1A, 7A, 14D, 17A, 19B, 21A, 21D, 24B, 24G, 25A, 25C, 25D; **Page 811:** 1A, 20A, 21D, 24A, 24B, 24G, 25A, 25D

CHAPTER 26

Section 3, 812–817

1 FOCUS

Section Overview

This section focuses on the efforts by minority groups to improve their status.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 26–3

7 DAILY FOCUS SKILLS TRANSPARENCY 26-3

Comparing and Contrasting

CIVIL RIGHTS FOR MINORITY GROUPS	HISPANIC AMERICANS	AFRICAN AMERICANS
NATIVE AMERICANS Declaration of Indian Purpose Create government opportunities on reservations American Indian Movement Demand: - Change in the administration of reservations - Government to honor treaty obligations - Native American self-determination - Land and water rights	UNITED FARM WORKERS Fought for: - Increased wages - Security - Job security La Raza Unida - Multiracial Hispanic American parties - Government to honor treaty obligations - Provide greater access to financial institutions	PEOPLE UNITED TO SAVE REMOVED LANDS - Register African American voters - Develop African American businesses - Secure educational opportunities Congressional Black Caucus - Health care - Economic development - Crime reduction

Directions: Answer the following questions based on the information at left.

Which of the following statements does NOT reflect a common goal of minority groups in the 1960s and 1970s?

- Each group sought economic opportunities.
- Each group sought educational opportunities.
- Each group sought better treatment of its members.
- Each group sought treaty obligations.

Guide to Reading

Answers to Graphic: 1966: UFW pushed for better wages and working conditions; 1968: AIM protested Native American conditions; 1969: *La Raza Unida* organized Mexican Americans for job training and access to financial institutions; 1971: PUSH organized voter registration, developed African American businesses, and broadened educational opportunities; CBC focused on African American interests in Congress

Preteaching Vocabulary

Have students group the Key Terms and Names into logical categories.

US: 25A; ELA: Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 812: Gr9/10/11: 4D, 6A, 7D–F, 8B; Page 813: Gr9/10/11: 6A, 10B, 19B, 20B

Social Studies TAKS tested at Grades 10/11: 1 Obj 1: US1B(11); Obj 3: US7B(11); Obj 5: WH25C(10), US4B(11) 2 Obj 3: US7B(11), US21A(11); Obj 4: US7A(11)

SECTION 3 New Approaches to Civil Rights

Guide to Reading

Main Idea

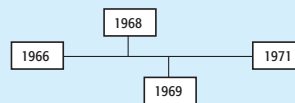
Throughout the 1960s and 1970s, minority groups developed new ways to improve their status in the United States.

Key Terms and Names

affirmative action, Allan Bakke, busing, Jesse Jackson, Congressional Black Caucus, César Chávez, *La Raza Unida*, bilingualism, American Indian Movement

1 Reading Strategy

Sequencing As you read about the civil rights movement's new approaches, complete a time line similar to the one below to record new groups and their actions.



Reading Objectives

- Describe the goal of affirmative action policies.
- Analyze the rise of Hispanic and Native American protests.

Section Theme

Civic Rights and Responsibilities

African Americans, Hispanics, and Native Americans organized to fight discrimination and to gain access to better education and jobs.

Preview of Events



★ An American Story ★



Vernon Bellecourt

In 1968 Vernon and Clyde Bellecourt, along with other Native Americans in Minneapolis, were struggling to earn a living. The Bellecourts decided to take a stand against their conditions. Spurred by the 1960s protest movements and by reawakened pride in their culture, the brothers helped organize the American Indian Movement (AIM). AIM's goal was to combat discrimination and brutality by the local police. Vernon recalled how AIM worked:

“They got a small grant from the Urban League of Minneapolis to put two-way radios in their cars and to get tape recorders and cameras. They would listen to the police calls, and when they heard . . . that police were being dispatched to a certain community or bar, they'd show up with cameras and take pictures of the police using more than normal restraint on people. . . . AIM would show up and have attorneys ready. Often they would beat the police back to the station. They would have a bondsman there, and they'd start filing lawsuits against the police department.”

—quoted in *Native American Testimony*

Fighting for Greater Opportunity

At a time of heightened protest in the United States, Native Americans began raising their voices for reform and change. Other groups did as well. During the 1960s and early 1970s, Hispanic Americans organized to improve their status in society. In the wake of the

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 26–3
- Daily Lecture and Discussion Notes 26–3
- Guided Reading Activity 26–3
- Section Quiz 26–3
- Reading Essentials and Study Guide 26–3
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 26–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 26–3

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Daily Lecture and Discussion Notes
Chapter 26, Section 3

Did You Know? When Hispanic civil rights worker, César Chávez was a teenager, he went to see a movie, but found out that the theater was segregated. Whites sat on one side of the aisle, while Mexicans had to sit on the other side. Chávez sat down in the white-only section where he was later arrested by the local police.

I. Fighting for Greater Opportunity (pages 812–815)

A. During the 1960s and early 1970s, Native Americans, Hispanic Americans, and African Americans organized to improve their position within society.

B. African American leaders looked to affirmative action to gain good jobs and adequate housing. This initiative, enforced through executive orders and federal policies, called

Discussing a Topic Have students consider how members of minority groups are portrayed in film and television today. Have them speculate on how the civil rights movement influenced these media. **L1 US: 6H, 7A, 7D, 21C, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Picturing History

Answer: supported affirmative action but ruled against fixed quotas

Fact Fiction Folklore

During the 1924 Olympic Games in Paris, Eric Liddell of Scotland refused to run in a qualifying heat because it was scheduled on a Sunday. The movie *Chariots of Fire* is based on the experiences of Liddell and his teammate, Harold Abrahams.

Use *Supreme Court Case Study 51, Regents of the University of California v. Bakke.*

Student Edition TEKS

US HISTORY: Page 812: 1A, 1B, 7A, 7B, 18A, 24B, 25A, 25C; Page 813: 1A, 7A, 7B, 17A, 21A, 25A

assassination of Dr. Martin Luther King, Jr., African Americans continued their fight for greater civil rights, now focusing more on access to jobs.

Affirmative Action By the end of the 1960s, many African American leaders expressed a growing sense of frustration. Although most legal forms of racial discrimination had been dismantled, many African Americans felt there had been little improvement in their daily lives. In the eyes of leading civil rights activists, the problems facing most African Americans lay in their lack of access to good jobs and adequate schooling. As a result, leaders of the civil rights movement began to focus their energies on these problems.

As part of their effort, civil rights leaders looked to an initiative known as affirmative action. Enforced through executive orders and federal policies, **affirmative action** called for companies and institutions doing business with the federal government to actively recruit African American employees with the hope that this would lead to improved social and economic status. Officials later expanded affirmative action to include other minority groups and women.

Supporters of the policy argued that because so few companies hired from these groups in the past, they had had little chance to develop necessary job skills. If businesses opened their doors wider to minorities, more of them could begin building better lives.

In one example of affirmative action's impact, Atlanta witnessed a significant increase in minority job opportunities shortly after **Maynard Jackson** became its first African American mayor in 1973. When Jackson took office, less than one percent of all city contracts went to African Americans, even



Picturing History

Equal Opportunity Allan Bakke graduated from medical school after the Supreme Court overturned the University of California's use of specific racial quotas. **How did the Bakke case affect affirmative action?**

though they made up about half of Atlanta's population. Jackson used the expansion of the city's airport to redress this imbalance by opening the bidding process for airport contracts more widely to minority firms. Through his efforts, small companies and minority firms took on 25 percent of all airport construction work, earning them some \$125 million in contracts.

Challenges to Affirmative Action Affirmative action programs did not go unchallenged. Critics viewed them as a form of "reverse discrimination." They claimed that qualified white workers were kept from jobs, promotions, and a place in schools because a certain number of such positions had been set aside for minorities or women.

One of the more notable attacks on affirmative action came in 1974, after officials at the University of California Medical School at Davis turned down the admission of a white applicant named **Allan Bakke** for a second time. When Bakke learned that slots had been set aside for minorities, he sued the school. Bakke argued that by admitting minority applicants, some of whom had scored lower than Bakke on their exams, the school had discriminated against him due to his race.

In 1978, in *University of California Regents v. Bakke*, the Supreme Court, in a 5 to 4 ruling, declared that the university had indeed violated Bakke's rights. On the other hand, it ruled that schools could use racial criteria as part of their admissions process so long as they did not use "fixed quotas." While *Bakke* was not a strong and definitive ruling, the Court had nevertheless supported affirmative action programs as constitutional. (See page 964 for more information on *University of California Regents v. Bakke*.)

Fact Fiction Folklore

The Day the Pitcher Refused to Play In a time when noisy demonstrations were the rule, one American's quiet observance of his religious laws captured the nation's attention. Sandy Koufax, star pitcher for the Los Angeles Dodgers baseball team, chose not to pitch the opening game of the 1965 World Series because the event fell on Yom Kippur, the holiest day of the Jewish calendar. On this day, Jews are expected to abstain from work, and Koufax felt that included playing baseball.

COOPERATIVE LEARNING ACTIVITY

Conducting a Debate Organize the class into two groups. Tell the groups that they are to prepare for a debate about bilingual education. Assign one group to concentrate on the pros of bilingual education; the other group should concentrate on the cons. Tell the groups to conduct research to identify facts and theories to support their assigned point of view. Conduct an informal debate in which each side presents its case and rebuts the point of view of the other side. Encourage all students to participate. **US: 6H, 7C, 21A, 24A–D, 25A–D, 26A; ELA: Gr9/10/11: 1A, 1B, 4A–D, 4F, 13B, 13C; Gr9: 7D–H; Gr9/10: 16E; Gr10/11: 7D–G; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics.**

CHAPTER 26

Section 3, 812–817

Guided Reading Activity 26–3

Name _____ Date _____ Class _____

Guided Reading Activity 26-3

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: During the 1960s and early 1970s, African Americans continued their fight for greater civil rights in the wake of the assassination of Dr. Martin Luther King, Jr.

- Detail:** In the eyes of leading civil rights activists, the problems facing most African Americans lay in their lack of access to _____ and _____.
- Detail:** _____ called for companies and institutions doing business with the federal government to actively recruit _____.
- Detail:** _____ is the claim that qualified white workers are kept from jobs, promotions, and a place in schools because a certain number of such positions are set aside for minorities or women.
- Detail:** An activist in the civil rights movement _____ sought the _____.

Picturing History

Answer: Congressional Black Caucus
Ask: What organization did Jesse Jackson found? (People United to Save Humanity—PUSH)

Use *Interpreting Political Cartoons*, Cartoon 29.

FYI

Stokely Carmichael turned down scholarships to other colleges in order to attend Howard University, a historically African American university. Following graduation from Howard, he again turned down scholarships, this time for graduate studies, and went to work for SNCC.

Analyzing Points of View

Review with students the issue of school desegregation. Have students explain why some thought that busing would be a good solution to the problem. Then have students explain why many people came to believe that busing caused more problems than it solved. **L2 US:** 6H, 7C, 8B, 10A, 21A, 24B, 24G; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

ELA: Page 814: Gr9/10/11: 6A, 8B, 10B, 19B, 20B; Page 815: Gr9/10/11: 6A, 10B, 19B, 20B; Gr9: 7H; Gr10/11: 7G



Picturing History

New African American Leadership Andrew Young and Jesse Jackson both worked with Dr. Martin Luther King, Jr., in the civil rights movement. Young went on to become the first African American ambassador to the United Nations, while Jackson has become a prominent member of the Democratic Party. **What group of African American members of Congress became influential in the 1970s?**

Equal Access to Education By the early 1970s, African American leaders also had begun to push harder for educational improvements. In the 1954 case of *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court had ordered an end to segregated public schools. In the 1960s, however, many schools remained segregated as local communities moved slowly to comply with the Court. Since children normally went to neighborhood public schools, segregation in schooling reflected the race segregation of neighborhoods. White schools were usually far superior to African American schools, as Ruth Baston of the NAACP noted in 1965 after visiting Boston schools:

“When we would go to white schools, we’d see these lovely classrooms with a small number of children in each class. The teachers were permanent. We’d see wonderful materials. When we’d go to our schools, we’d see overcrowded classrooms, children sitting out in the corridors. And so then we decided that where there were a large number of white students, that’s where the care went. That’s where the books went. That’s where the money went.”

—quoted in *Freedom Bound*

To ensure desegregated schools, local governments resorted to a policy known as **busing**, transporting children to schools outside their neighborhoods to achieve greater racial balance. The Supreme Court upheld the constitutionality of busing in the 1971 case, *Swann v. Charlotte-Mecklenburg Board of Education*. (See page 965 for more information on *Swann v. Charlotte-Mecklenburg Board of Education*.)

Many whites responded to busing by taking their children out of public schools. Nearly 20,000 white students left Boston’s public system for parochial and private schools. By late 1976, African Americans, Hispanics, and other minorities made up the majority of Boston’s public school students. This “white flight” also occurred in other cities.

New Political Leaders In their struggle for equal opportunity, African Americans found new political leaders in people such as **Jesse Jackson**. In 1971 Jackson founded People United to Save Humanity, or PUSH, a group aimed at registering voters, developing African American businesses, and broadening educational opportunities. In 1984 and 1988, Jackson sought the Democratic presidential

MEETING SPECIAL NEEDS

Logical/Mathematical To help students understand the attitudes behind passage of the Equal Pay Act and the Indian Civil Rights Act, have students analyze the following questions. **L2 US:** 24B

- In a company, who benefits if women are paid less than men?
- On a Native American reservation, who benefits from limited Native American government?

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

nomination. Although both attempts were unsuccessful, Jackson did win over millions of voters.

African Americans also became significantly more influential in Congress. In 1971 African American members of Congress reorganized an existing organization into the **Congressional Black Caucus** in order to more clearly represent the legislative concerns of African Americans. The caucus formulated its own stance on important issues, especially health care, economic development, and crime.

Reading Check **Examining** What were the goals of affirmative action policies?

Hispanic Americans Organize

Hispanic Americans also worked for greater rights in this period. In 1960 about 3 million Hispanics lived in the United States. By the late 1960s, that number had increased to 9 million.

Hispanics came to the United States from different places and for different reasons. Many Puerto Ricans migrated to eastern cities, particularly New York, to find jobs. Cubans often came to flee their country's Communist regime. The largest Hispanic group was Mexican Americans, many of whom arrived during and after World War II to work on huge farms in the South and West.

Hispanics often faced prejudice and limited access to adequate education, housing, and employment. Encouraged by the civil rights movement, they began to organize a protest movement.

César Chávez and the UFW One notable Hispanic American campaign was the effort to win rights for farmworkers. Most Mexican American farm laborers earned little pay, received few benefits, and had no job security. In the early 1960s, **César Chávez** and **Dolores Huerta** organized two groups that fought for farmworkers. In 1965 the groups cooperated in a strike against California growers to demand union recognition, increased wages, and better benefits.

When employers resisted, Chávez enlisted college students, churches, and civil rights groups to organize a national boycott of table grapes, one of California's largest agricultural products. An estimated 17 million citizens stopped buying grapes, and several food store chains stopped selling them. Industry profits tumbled.

Under the sponsorship of the American Federation of Labor and Congress of Industrial Organization (AFL-CIO), in 1966 Chávez and Huerta merged their two organizations into one—the **United Farm Workers (UFW)**. The union's combined strength ensured that

the boycott would continue. The boycott ended in 1970, when the grape growers finally agreed to a contract to raise wages and improve working conditions.

Growing Political Activism

Hispanic Americans became more politically active during the 1960s and 1970s. In 1969 José Angel Gutiérrez organized a new political party in Texas called *La Raza Unida*, or “the United People.” In conjunction with similar organizations in Colorado and California, the group mobilized Mexican American voters behind a political agenda that called for job-training programs and greater access to financial institutions. In the 1970s, the party demonstrated significant strength at the polls.

During this period, a growing number of Hispanic youths actively promoted their culture. In March 1968, about 1,000 Mexican American students and their teachers at an East Los Angeles high school walked out of their classrooms to protest racism.

One issue both Hispanic students and political leaders promoted was **bilingualism**, the practice of teaching immigrant students in their own language



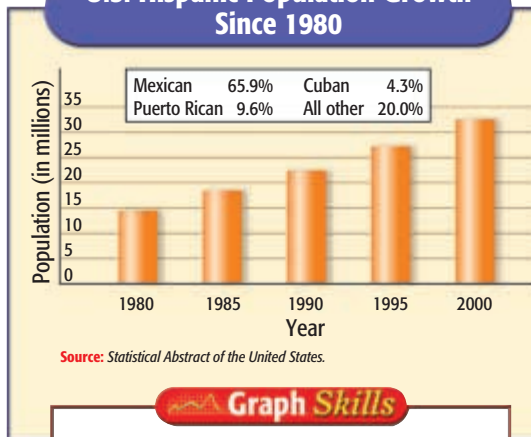
Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 26** for an activity on protest movements.

3

2

3

U.S. Hispanic Population Growth Since 1980



Source: *Statistical Abstract of the United States*.

Graph Skills

- Interpreting Graphs** The U.S. Hispanic population is made up of which main groups?
- Drawing Conclusions** Why have Hispanic Americans experienced growing political influence in recent years?

Reading Check

Answer: improve educational and social and economic opportunities for African Americans, and actively recruit minorities, including women, for jobs



Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

FYI

The National Labor Relations Act of 1935 guaranteed the right to unionize and prohibited employers from interfering with union efforts to recruit members. In guaranteeing collective bargaining, the NLRA required employers to negotiate with representatives elected by workers. Agriculture was not covered by this act. Therefore, farmworkers did not benefit from its protections.

Graph Skills

Answers:

- Mexican, Puerto Rican, and Cuban
- growing numbers and political and labor organizations

Graph Skills Practice

Ask: What other national origins might be represented in the Hispanic population? (Students' answers will vary; they might mention any country in Central or South America.) **US:** 24H

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Visual Arts Have students design a postage stamp to commemorate progress in the pursuit of equal rights in the United States. The stamp should feature an event, person, or group that made a significant contribution. Encourage students to choose a subject they feel is particularly worthy. In addition to a sketch of the stamp, ask students to prepare a short news release announcing the stamp and explaining its significance. **L2 US:** 7C, 7D, 21A, 21C, 21D, 24B, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13C

Student Edition TEKS

US HISTORY: Page 814: 1A, 7A, 7B, 17A, 21A, 24A, 25A; Page 815: 1A, 7A, 7B, 8B, 10A, 10B, 21A, 24B, 24H, 25A

CHAPTER 26

Section 3, 812–817

Profiles IN HISTORY

What motivated Dolores Huerta to become an activist? (After seeing children come to school hungry and needing shoes, she decided she could do more by organizing farmworkers than by teaching school.)

Reading Check

Answer: By forming the UFW and *La Raza Unida* and staging boycotts, they increased their wages, won contracts, improved working conditions, and lobbied successfully to achieve the Bilingual Education Act.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7i; Gr10/11: 7H**

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 26–3

Name _____ Date _____ Class _____

Study Guide

Chapter 26, Section 3

For use with textbook pages 812–817

NEW APPROACHES TO CIVIL RIGHTS

KEY TERMS AND NAMES

affirmative action a policy that called for companies and institutions doing business with the federal government to actively recruit African American employees (page 813)

Allan Bakke student who challenged the affirmative action policy (page 813)

busing the transporting of children to schools outside their neighborhoods to gain greater racial balance (page 814)

Jesse Jackson a civil rights activist and founder of People United to Save Humanity (PUSH). (page 814)

Congressional Black Caucus an organization of African American members of Congress to more clearly represent the legislative concerns of African Americans (page 815)

Social Studies TAKS tested at Grades 10/11: 1 Obj 3: US21A(11), US21D(11) 2 Obj 3: US21A(11); Obj 5: WH25C(10), US24B(11) 3 Obj 3: US21A(11) 4 Obj 4: US7A(11), US7C(11)

Profiles IN HISTORY

Dolores Huerta

1930–

Dolores Huerta began her career as an elementary school teacher, but she soon left, believing that she could do more good for Mexican Americans outside the classroom. “I couldn’t stand seeing kids come to class hungry and needing shoes,” she said. “I thought I could do more by organizing farmworkers than by trying to teach their hungry children.”



1 In the early 1950s, Huerta helped found the Stockton, California, chapter of the Community Service Organization (CSO). This grassroots group led voter registration drives, pushed for improved public services, and fought for legislation on behalf of low-income workers.

1 It was through her work with the CSO that Huerta met César Chávez. Together, they organized farmworkers into a union and fought for better wages and working conditions.

José Angel Gutiérrez

1944–

As a young social activist, José Angel Gutiérrez set out to organize Mexican Americans from Crystal City, Texas, into a political force. In 1970 his newly founded political party, *La Raza Unida*, participated in local elections. Over the next few years, Mexican Americans gained control of Crystal City’s school system and government.



As *La Raza Unida* gained a more national following, Gutiérrez became a prominent figure. He eventually stepped away from the political scene, serving first as a judge and then as a college professor. Gutiérrez found it difficult to stay away from politics, however, and in 1993, he ran unsuccessfully for a U.S. Senate seat. After that, he established his own legal center. Looking upon Gutiérrez’s career, one historian said, “He represents the new breed of Chicano professionals produced by the colleges and universities, but he is still a Chicano with the old dream of revolution.”

while they also learned English. Many Hispanics argued they would be at a competitive disadvantage with native English speakers unless they had schooling in their native language. Congress supported their arguments, passing the **Bilingual Education Act** in 1968. This directed school districts to set up classes for immigrants in their own language as they were learning English.

In recent years there has been some movement away from bilingualism in states with large Hispanic populations. Some educators argue that total immersion in English is the soundest road to educational success. Some American voters opposed bilingual education, believing it makes it more difficult for a child to adjust to American culture and that it was costly besides. The U.S. Supreme Court, however, upheld bilingualism in 1974.

2 **Reading Check Explaining** How did Hispanic Americans increase their economic opportunities in the 1960s?

Native Americans Raise Their Voices

Native Americans in 1970 were one of the nation’s smallest minority groups, constituting less than one percent of the U.S. population. Few minority groups, however, had more justifiable grievances than the descendants of America’s original inhabitants. The average annual family income of Native Americans

was \$1,000 less than that of African Americans. The Native American unemployment rate was 10 times the national rate. Joblessness was particularly high on reservation lands, where nearly half of all Native Americans lived. Most urban Native Americans suffered from discrimination and from limited education and training. The bleakest statistic of all showed that life expectancy among Native Americans was almost seven years below the national average. To improve conditions, many Native Americans began organizing in the late 1960s and 1970s.

A Protest Movement Emerges In 1961 more than 400 members of 67 Native American groups gathered in Chicago to discuss ways to address their numerous problems. They issued a manifesto, known as the **Declaration of Indian Purpose**, calling for policies to create greater economic opportunities on reservations.

Unlike other groups demanding more assimilation into mainstream society, many Native Americans wanted greater independence from it. They took a step toward this goal in 1968 when Congress passed the Indian Civil Rights Act. It guaranteed reservation residents the protections of the Bill of Rights, but it also recognized the legitimacy of local reservation law.

Native Americans who viewed the government’s reform efforts as too modest formed more militant groups, such as the **American Indian Movement (AIM)**. Typically, such groups employed a more combative style. In 1969 AIM made a symbolic protest by

CRITICAL THINKING ACTIVITY

Evaluating Have students pose questions such as those below that could be used to interview someone who lived through the civil rights movement. Help students prepare open-ended questions. Then use the responses to evaluate the movement’s impact on the American public. **L2 US: 6H, 7A, 7D, 14D, 18A–C, 21A, 21C, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C; Gr9/10: 16E; Gr11: 15E**

- When were you first aware that “civil rights” was a broad movement?
- Which forms of protest most impressed you? In which, if any, did you participate?
- How did your life change as a result of the civil rights movement?
- How do you think the civil rights movement should be remembered today?

Student Edition TEKS

ELA: Page 816: Gr9/10/11: 10B; **Page 817:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7i; Gr10/11: 7H

occupying the abandoned federal prison on Alcatraz Island in San Francisco Bay for 19 months, claiming ownership “by right of discovery.”

A more famous and violent protest occurred later that winter at Wounded Knee, South Dakota, where federal troops had killed hundreds of Sioux in 1890. In February 1973, AIM members seized and occupied the town of Wounded Knee for 70 days. They demanded radical changes in the administration of reservations and that the government honor its long-forgotten treaty obligations to Native Americans. A brief clash between the occupiers and the FBI killed two Native Americans and wounded several on both sides. Shortly thereafter, the siege came to an end.



Native American high school student

water rights they sought. The Pueblo of Taos, New Mexico, regained property rights to Blue Lake, a place sacred to their religion. In 1980, a federal court settled a claim of the Passamaquoddy and the Penobscot groups. The government paid the groups \$81.5 million to relinquish their claim on land in the state of Maine. The two groups purchased 300,000 acres with the money and invested much of the remainder. Other court decisions gave Native American groups authority to impose taxes on businesses on their reservations and to perform other sovereign functions.

Since Native Americans first began to organize, many reservations have dramatically improved their economic conditions by actively developing businesses, such as electric plants, resorts, cattle ranches, and oil and gas wells. More recently, gambling casinos have become a successful enterprise. Because of rulings on sovereignty, Native Americans in some areas are allowed to operate gaming establishments under their own laws even though state laws prevent others from doing so. In these ways, Native Americans have tried to regain control of their economic future, just as other American minorities did in the 1960s and 1970s.

Native Americans Make Notable Gains The Native American movement fell short of achieving all its goals, but it did win some notable victories. In 1975

1 Congress passed the Indian Self-Determination and Educational Assistance Act, which increased funds for Native American education and expanded local control in administering federal programs. More Native Americans also moved into policy-making positions at the Bureau of Indian Affairs, and the agency pushed for more Native American self-determination.

Through the federal court system, Native Americans also won a number of the land and

Reading Check Analyzing What conditions led Native Americans to organize in the 1960s?

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

- Define:** affirmative action, busing, bilingualism.
- Identify:** Allan Bakke, Jesse Jackson, Congressional Black Caucus, César Chávez, *La Raza Unida*, American Indian Movement.
- Analyze** how the *Bakke* case, along with other cases, affected affirmative action.

Reviewing Themes

- Civic Rights and Responsibilities** How did the Supreme Court support civil rights during the 1970s? Cite two court cases and their decisions.

Critical Thinking

- Synthesizing** Why have African Americans become significantly more influential in the U.S. Congress since the early 1970s?
- Categorizing** Use a graphic organizer similar to the one below to identify civil rights leaders and their causes during the 1960s and 1970s.

Civil Rights Leaders	Causes

Analyzing Visuals

- Analyzing Graphs** Study the graph on page 815 of U.S. Hispanic population growth since 1980. The largest percentage of Hispanics is represented by Mexican Americans. What was the approximate percentage growth for Hispanic Americans from 1980 to 2000?

Writing About History

- Expository Writing** Write a magazine article about the conditions that gave rise to the Native American protest movement of the 1960s and 1970s. In your article, discuss the movement’s goals and activities.

Section Quiz 26–3

Name _____ Date _____ Class _____
 Chapter 26 _____ Score _____

Section Quiz 26-3

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

- | | |
|---|----------------------------------|
| Column A | Column B |
| 1. organized by African American members of Congress to represent the legislative concerns of African Americans | A. American Indian Movement |
| 2. the practice of teaching immigrant students in their own language while they also learned English | B. affirmative action |
| 3. a militant group of Native Americans who viewed the government’s reform efforts as too modest | C. bilingualism |
| 4. called for companies and institutions doing business with the government to recruit African American employees | D. Declaration of Indian Purpose |
| 5. a manifesto calling for policies to create greater economic opportunities on reservations | E. Congressional Black Caucus |

Reading Check

Answer: low average family income, unemployment 10 times the national rate, discrimination, limited education, and low life expectancy

FYI

The American Indian Movement (AIM) was established to protect the traditional ways of Native Americans; to engage in legal cases protecting Native Americans’ treaty rights; to improve federal, state, and local social services to urban neighborhoods; and to prevent police harassment of Native Americans.

Reteach

Have students describe the goals of affirmative action policies. **US:** 6H, 7A, 7C, 14D, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Invite students to write a biographical sketch of someone who was active in one of the causes mentioned in this section. **US:** 7A, 7B, 7D, 18A, 18B, 21A, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C

4 CLOSE

Have students analyze what gave rise to Hispanic and Native American protests. **US:** 6H, 7A, 21A, 21C, 24B

Student Edition TEKS

US HISTORY: Page 816: 1A, 7A–C, 21A, 21D; Page 817: 1A, 7A, 7B, 8B, 17A, 18A, 24B, 24H, 25A, 25C, 25D

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Allan Bakke (p. 813), Jesse Jackson (p. 814), Congressional Black Caucus (p. 815), César Chávez (p. 815), *La Raza Unida* (p. 815), American Indian Movement (p. 816) **US:** 7B
- It challenged affirmative action as reverse discrimination.

- Swann v. Charlotte-Mecklenburg Board of Education*: constitutionality of busing; *University of California Regents v. Bakke*: constitutionality of affirmative action **US:** 17A, 18A
- CBC was organized in Congress. **US:** 7A
- Jackson: political power for African

- Americans; Chávez: right of farmworkers; Gutiérrez: Mexican American vote; Bellecourt brothers: Native American interests **US:** 24B, 25C
- about 100% **US:** 24B, 24H
 - Students’ articles will vary. Articles should focus on the reasons for the protest movement. **US:** 25D

TEACH

Analyzing Primary Sources

Explain that primary sources provide a valuable source of insight into the past. Tell students that one way to gain a clear understanding of past events, especially controversial ones, is to examine several contrasting primary sources dealing with a specific event.

Ask students to select one of the *An American Story* features from this unit. Have students focus on the quoted portion of the material, which is a primary source. Have students write down two or three things that they learn about a person, place, or event as a result of the excerpt. **US: 24E**

Additional Practice

Reinforcing Skills Activity 26

Name _____ Date _____ Class _____

Reinforcing Skills Activity 26

Analyzing Primary Sources

LEARNING THE SKILL
Primary sources provide firsthand accounts from our history. Letters, photographs, legal documents, diaries, and news articles are primary source documents. Because firsthand sources represent single points of view, it is important to study them in the context of their time. To do this, first identify the author of the source, as well as when and where the document was created. As you read or view your source, ask yourself questions. Who is it about? What is it about? When did it happen? Where did it happen? Why did it happen? Look for statements of fact versus opinion. Can you identify any information that might be missing from the source?

PRACTICING THE SKILL
DIRECTIONS: Read the excerpt below from the Equal Pay Act of 1963. Then answer the questions that follow on a separate sheet of paper.

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CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

Student Edition TEKS

ELA: Page 818: Gr9/10: 16B, 16E;
Gr11: 15B, 15E; **Page 819:**
Gr9/10/11: 4D, 6A, 7D, 7F, 8B

Analyzing Primary Sources

Why Learn This Skill?

To determine what happened in the past, historians do some detective work. They comb through bits of evidence from the past to reconstruct events. These bits of written and illustrated historical evidence are called *primary sources*.

Learning the Skill

Primary sources are records of events made by the people who witnessed them. They include letters, diaries, photographs, news articles, and legal documents.

Primary sources yield several important kinds of information. Often they give detailed accounts of events. However, the account reflects only one perspective. For this reason, you must examine as many perspectives as possible before drawing any conclusions. To analyze primary sources, follow these steps.

- Identify the author of the source.
- Identify when and where the document was written.
- Read the document for its content and try to answer the five “W” questions: Who is it about? What is it about? When did it happen? Where did it happen? Why did it happen?
- Determine what kind of information may be missing from the primary source.

Practicing the Skill

The primary source that follows is a small part of a United States legal document. Read the source, and then answer the questions.

Title IX, Education Amendments of 1972, Section 1684. Blindness or visual impairment; prohibition against discrimination

No person in the United States shall, on the grounds of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any education program or activity; but nothing herein shall be construed to require any

such institution to provide any special services to such person because of his blindness or visual impairment.

- 1 When was this document written?
- 2 Who is affected by this legal document?
- 3 What is the purpose of this legal requirement?
- 4 Why do you think this document was written?

Skills Assessment

Complete the Practicing Skills questions on page 827 and the Chapter 26 Skill Reinforcement Activity to assess your mastery of this skill.



Applying the Skill

Analyzing Primary Sources Find a primary source from your past—a photo, a report card, an old newspaper clipping, or your first baseball card. Bring this source to class and explain what it shows about that time in your life.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

ANSWERS TO PRACTICING THE SKILL

- 1 1972
- 2 persons who are blind or visually impaired
- 3 to prevent discrimination against the blind or visually impaired in admission to an educational institution receiving federal funds
- 4 to prevent discrimination

Applying the Skill

Students' answers will vary. Give students time to present primary sources and explain what they show about their lives at that time.

SECTION 4 Saving the Earth

Guide to Reading

Main Idea

During the 1960s and 1970s, environmental issues became a significant concern for many Americans.

Key Terms and Names

Rachel Carson, smog, Environmental Protection Agency, fossil fuel, Three Mile Island, Ralph Nader

1 Reading Strategy

Organizing As you read about the nation's environmental problems in the 1960s and 1970s, complete a graphic organizer by including actions taken to combat these problems.



Reading Objectives

- **Explain** the origins of the environmental movement.
- **Identify** the significant measures taken to combat environmental problems.

Section Theme

Groups and Institutions Increased awareness of environmental issues inspired a grassroots campaign to protect nature.

Preview of Events



★ An American Story ★



Spraying pesticides

In 1966 Carol Yannacone of Patchogue, a small community on Long Island, New York, learned that officials were using a powerful pesticide, DDT, as part of a mosquito control operation in a local lake. Alarmed that the pesticide would poison lakes and streams, Yannacone and her husband, Victor, an attorney, contacted several local scientists, who confirmed their suspicions. The Yannacones then successfully sued to halt the use of the pesticide.

The Yannacones had discovered a new strategy for addressing environmental concerns. The legal system, Victor Yannacone insisted, was the one place where facts and evidence, not politics and emotions, would decide the outcome:

“A court . . . is the only forum in which a full inquiry into questions of environmental significance can be carried on. . . . Only on the witness stand, protected by the rules of evidence though subject to cross-examination, can a scientist be free of the harassment of legislators seeking re-election of higher political office; free from the glare of the controversy-seeking media; free from unsubstantiated attacks of self-styled experts representing vested economic interests and yet who are not subject to cross examination.”

—quoted in *Since Silent Spring*

The Beginnings of Environmentalism

Shortly after the Yannacones' court victory, the scientists involved in the case established the Environmental Defense Fund and used its contributions for a series of legal actions across the country to halt DDT spraying. Their efforts led to a nationwide ban on the use of the pesticide in 1972.

1 FOCUS

Section Overview

This section focuses on the environmental issues Americans faced in the 1960s and 1970s.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 26–4

Interpreting Primary Sources

EARTH DAY 1970

The first Earth Day received strong public support. Which of the following is NOT a reason for this response?

F Only young people were interested in the environment.
G The goals of Earth Day reached across all levels of society.
H It was one area where the generation gap did not exist.
J Everyone was working toward the same goal.

"It's not just kids, it's lawyers, doctors, scientists, mothers. Maybe this is one area where the generation gap doesn't exist. We're all working toward the same goal. We're Earth Daykeepers!"
—Ota Chumak, age 21, University of Southern California student

Guide to Reading

Answers to Graphic: Clean Air Act, Clean Water Act, Earth Day celebration, Endangered Species Act, creation of the Environmental Protection Agency (EPA)

Preteaching Vocabulary

Have students scan the section to become familiar with the Key Terms and Names. **US: 25A; ELA: Gr9/10/11: 6A**



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 26–4
- Daily Lecture and Discussion Notes 26–4
- Guided Reading Activity 26–4
- Section Quiz 26–4
- Reading Essentials and Study Guide 26–4

Transparencies

- Daily Focus Skills Transparency 26–4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Vocabulary Puzzlemaker CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

Student Edition TEKS

US HISTORY: Page 818: 1A, 24A, 24C; **Page 819:** 1A, 1B, 24B, 25A, 25C

CHAPTER 26

Section 4, 819–823

2 TEACH

Daily Lecture and Discussion Notes 26–4

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Daily Lecture and Discussion Notes
Chapter 26, Section 4

Did You Know? Ralph Nader's efforts in automobile safety caused General Motors to make air bags standard equipment on many 1990 models of cars.

- I. The Beginnings of Environmentalism (pages 819–820)
- A. During the 1960s and 1970s, Americans began examining their industrial society and questioning its effects on the environment.
 - B. Americans discovered that the use of pesticides had damaged a wide range of wildlife; a rise in pollution had fouled air and water, and potentially deadly nuclear energy use was being increased.
 - C. Marine biologist Rachel Carson wrote of the "silence" in her book *Silent Spring*.



Picturing History

The Power of One Rachel Carson, a marine biologist, sounded a warning note for the environment. Her concern over how humans affect the environment helped start a new reform movement. **What pesticide in particular worried Carson?**

The effort to ban DDT was only one aspect of a larger environmental movement that took shape in the 1960s and 1970s. During this period, a growing number of Americans began to examine more closely how their highly industrialized society was affecting the environment. Many were alarmed at what they discovered. It seemed to some that the nation had little regard for the environment. An increasing use of pesticides had damaged a wide range of wildlife. A rise in pollution had fouled both the air and the water. Potentially deadly nuclear energy was being used more and more. These developments prompted many citizens to address environmental problems more actively.

A wider realization that the nation's natural environment was threatened had begun to grow in the early 1960s. The person who sounded the loudest alarm bell was not a political leader or prominent academic, but a soft-spoken marine biologist, **Rachel Carson**. Carson's 1962 book *Silent Spring* assailed the increasing use of pesticides, particularly DDT. She contended that while pesticides curbed insect populations, they also killed birds, fish, and other creatures that might ingest them. Carson warned Americans of a "silent spring," in which there would be few birds

left to usher spring in with their songs. In her book, she imagined such a scene from a fictitious town:

“There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.”

—from *Silent Spring*

Silent Spring became one of the most controversial and powerful books of the 1960s. It sold nearly half a million copies within six months of its publication and was widely discussed. The chemical industry was outraged and began an intense campaign to discredit Carson and her arguments. Nonetheless, many Americans took Carson's warnings to heart and began to focus on environmental issues.

Reading Check Identifying What natural resources did environmental groups want to protect?

The Environmental Movement Blossoms

During the 1960s, Americans began to feel that environmental problems plagued every region of the nation. In the Northwest, timber companies were cutting down acres of forestland. **Smog**, or fog made heavier and darker by smoke and chemical fumes, was smothering major cities. In 1969 a major oil spill off Santa Barbara, California, ruined miles of beach and killed scores of birds and aquatic animals. A dike project in the Florida Everglades indirectly killed millions of birds and animals. Meanwhile, pollution and garbage had caused nearly all the fish to disappear from Lake Erie. By 1970 a growing number of citizens were convinced that the time had come to do something about protecting the environment.

A Grassroots Effort Begins Many observers point to April 1970 as the unofficial beginning of the environmental movement. That month, the nation held its first **Earth Day** celebration, a day devoted to addressing the country's environmental concerns. The national response was overwhelming. On 2,000 college campuses, in 10,000 secondary schools, and

Discussing a Topic Have students discuss the ways in which they currently work to improve the environment. Ask them to explain the slogan “reduce, reuse, recycle.” **L1 US: 6H, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Picturing History

Answer: DDT

Ask: What was the name of the book Carson wrote assailing the use of pesticides? (*Silent Spring*)

Reading Check

Answer: wildlife, air, and water resources

FYI

By the early 1970s, 70 percent of Americans ranked the environment as the nation's most pressing problem. That same year an estimated 20 million people participated in Earth Day—a rally to improve the environment. Across the country more than 14,000 schools and communities held events to raise awareness of environmental issues.

Student Edition TEKS

ELA: Page 820: Gr9/10/11: 6A, 8B, 10B, 19B, 20B; **Page 821:** Gr9/10/11: 19B, 20B

COOPERATIVE LEARNING ACTIVITY

Taking Action Point out to students that many of the issues that are presented in this section remain unresolved. Hold a round table discussion to determine if there are things students can do to help resolve the issues mentioned in the section or other current issues. Once the class has developed a list of target issues, organize the class into smaller groups to investigate various aspects of the issues, including activities and events for which students could lend support. Have groups report their findings to the class. **US: 6H, 24B; ELA: Gr9/10/11: 13B, 13C; Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

in hundreds of communities, millions of Americans participated in activities to show their environmental awareness, from picking up litter to demonstrating against air pollution. “For the first time in history,” wrote Gladwyn Hall, environmental correspondent for the *New York Times*, “virtually an entire nation, including Congress, paused in its workday activities to contemplate the deterioration of its physical surroundings and life-patterns.”

Senator Gaylord Nelson of Wisconsin, who had put forth the idea of an Earth Day celebration, commented on the event: “The people cared and Earth Day became the first opportunity they ever had to join in a nationwide demonstration to send a message to the politicians—a message to tell them to wake up and do something.”

After Earth Day, the grassroots effort intensified. Citizens formed local environmental groups, while long-standing nonprofit organizations such as the Sierra Club, the Audubon Society, and the Wilderness Society gained prominence. These organizations worked to protect the environment and promote the conservation of natural resources. In 1970 activists started the Natural Resources Defense Council to coordinate a nationwide network of scientists, lawyers, and activists working on environmental problems.

GOVERNMENT

The Government Steps In With the environmental movement gaining public support, the federal government took action. In 1970 President Nixon signed the National Environmental Policy Act, which created the **Environmental Protection Agency (EPA)**. The EPA took on the job of setting and enforcing pollution standards, promoting research, and coordinating anti-pollution activities with state and local governments. The agency also monitored other federal agencies with respect to their impact on the environment.

The **Clean Air Act** also became law in 1970 over President Nixon’s veto. This act established emissions standards for factories and automobiles. It also ordered that all industries comply with such standards within five years.

In following years, Congress passed two more pieces of significant environmental legislation. The **Clean Water Act (1972)** restricted the discharge of pollutants into the

nation’s lakes and rivers, and the **Endangered Species Act (1973)** established measures for saving threatened animal species. Over time these laws produced a dramatic improvement in some areas. Smog in industrial cities was reduced, as was pollution in many lakes, streams, and rivers.

Love Canal Despite the flurry of federal environmental legislation, Americans continued to mobilize on the community level throughout the 1970s. One of the most powerful displays of community activism occurred in a housing development near Niagara Falls, New York, known as Love Canal.

During the 1970s, residents of Love Canal began to notice increasingly high incidences of health problems in their community, including nerve damage, blood diseases, cancer, miscarriages, and birth defects. The residents soon learned that their community sat atop a decades-old toxic waste dump. Over time its hazardous contents had leaked into the ground.

1 Led by a local woman, **Lois Gibbs**, the residents joined together and demanded that the government take steps to address these health threats. Hindered at first by local and state officials, the residents refused to back down, and by 1978 they had made their struggle known to the entire nation. That year, in the face of mounting public pressure and evidence of the dangers posed by the dump, the state permanently relocated more than 200 families.

Picturing History

Environmental Awareness Numerous oil spills and events such as Earth Day have brought environmental concerns to the attention of Americans. **What issues does the Sierra Club address?**



MEETING SPECIAL NEEDS

Kinesthetic Have interested students collect samples of all the items that can be recycled in your community. After cleaning or sanitizing the items, have them create a work of art with these items that could be used as a reminder to recycle. Have students display their creations in class and select the ones that best encourage recycling to display in a prominent place in your school. **L2**

 Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the **TCR**.

Guided Reading Activity 26–4

Name _____ Date _____ Class _____

★ Guided Reading Activity 26-4

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Beginnings of Environmentalism

A. What was the accomplishment of the Environmental Defense Fund in 1972? _____

B. What became one of the most controversial and powerful books of the 1960s? _____

C. What were two reactions to Rachel Carson’s arguments? _____

II. The Environmental Movement Blossoms

A. When was the first Earth Day, and to what was it devoted? _____

Creating a Thematic Map Have students create a thematic map showing environmental issues in particular parts of the nation. **L2**
US: 6H, 8A, 8B, 11A, 24B; ELA: Gr9/10/11: 13C




FYI

When the environmental movement began in the early 1960s, Americans generated approximately 2.7 pounds of trash per person per day. In 1999 the daily figure had risen to 4.6 pounds per person.

Picturing History

Answer: preservation of the environment and conservation of natural resources

History and the Humanities

-  American Music: Hits Through History: “You’ve Made Me So Very Happy”
-  American Music: Cultural Traditions: “I Heard It Through the Grapevine”
-  American Art & Architecture: *Day of the Fair*

Student Edition TEKS

US HISTORY: Page 820: 1A, 11B, 20A, 21D, 25A; Page 821: 1A, 11B, 21D

TECHNOLOGY & History

Background: To help resolve recent shortages of electricity, the Department of Energy is supporting the development of solar power plants that produce electricity by converting the sun's energy into high-temperature heat using various mirror configurations. The heat is then channeled through a conventional generator. The plants consist of two parts: one that collects solar energy and converts it to heat, and another that converts heat energy to electricity.

Answer: It is renewable, easily obtained, thought to be relatively inexpensive, and can be used in many ways.

Ask: What are other renewable forms of energy in use today? (possible answers—wind power, hydroelectric power)

Reading Check

Answer: protecting natural resources

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. **US: 25D**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 26–4

Name _____ Date _____ Class _____

Study Guide
Chapter 26, Section 4
For use with textbook pages 819–823

SAVING THE EARTH

KEY TERMS AND NAMES

Rachel Carson author who wrote against the dangers of pesticides in *Silent Spring* (page 820)
smog fog made heavier and darker by smoke and chemical fumes (page 820)
Environmental Protection Agency a government agency established to set and enforce pollution standards (page 821)
fossil fuels coal, oil, and natural gas (page 823)
Three Mile Island a nuclear facility outside Harrisburg, Pennsylvania (page 822)
Ralph Nader the leading figure in the consumer protection movement (page 823)

TECHNOLOGY & History

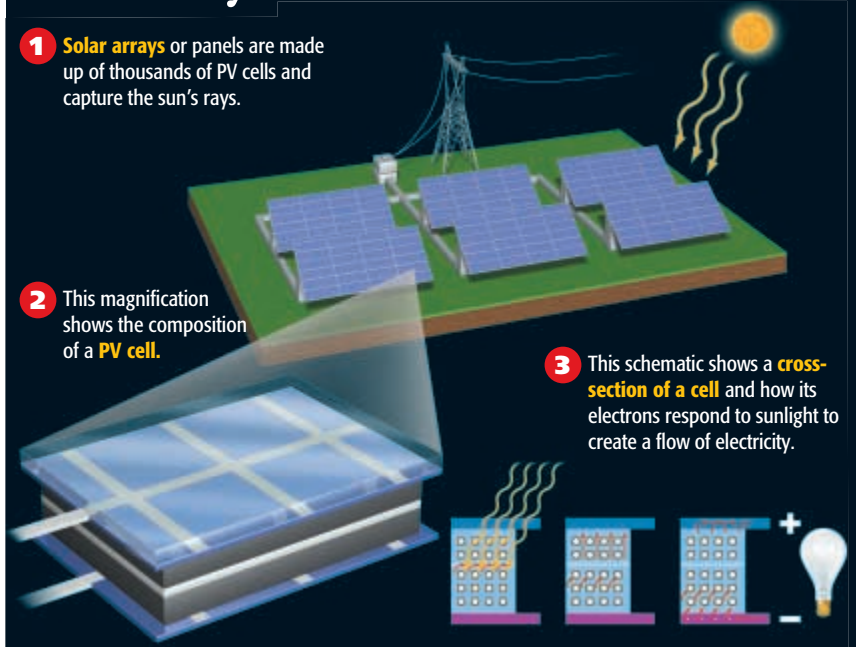
Solar Energy

Concerns in the 1970s about the environment and safe energy led to a strong interest in solar energy. Sunlight is composed of photons, particles of solar energy. The use of photovoltaic (PV) cells allows solar energy to be used for a wide range of energy needs, from powering generators to running agricultural water pumps or simple calculators. **Why was solar power seen as an environmentally friendly power source?**

1 Solar arrays or panels are made up of thousands of PV cells and capture the sun's rays.

2 This magnification shows the composition of a PV cell.

3 This schematic shows a cross-section of a cell and how its electrons respond to sunlight to create a flow of electricity.



In 1980, after hearing protests from the families who still lived near the landfill, President Carter declared Love Canal a federal disaster area and moved over 600 remaining families to new locations. In 1984 Love Canal residents sued the company that had created the dump site and settled the case for \$20 million. The site was cleaned up by sealing the waste within an underground bunker and burning homes located above the dumping ground.

Concerns Over Nuclear Energy During the 1970s, a number of citizens expressed concern over the growth of nuclear power. As nuclear power plants began to dot the nation's landscape, the debate over their use intensified. Supporters of nuclear energy hailed it as a cleaner and less expensive alternative to fossil fuels, such as coal, oil, and natural gas, which are in limited supply. Opponents warned of the risks nuclear energy posed, particularly the devastating consequences of an accidental radiation release into the air.

The debate moved to the nation's forefront in shocking fashion in 1979. In the early hours of March 28, one of the reactors at the **Three Mile Island** nuclear facility outside Harrisburg, Pennsylvania, overheated after its cooling system failed. Two days

later, as plant officials scrambled to fix the problem, low levels of radiation escaped from the reactor.

Officials evacuated many nearby residents, while others fled on their own. Citizens and community groups expressed outrage in protest rallies. Officials closed down the reactor and sealed the leak. The Nuclear Regulatory Commission, the federal agency that regulates the nuclear power industry, eventually declared the plant safe. President Carter even visited the site to allay the public's concerns.

The accident at Three Mile Island had a powerful impact and left much of the public in great doubt about the safety of nuclear energy. Such doubts have continued. Since Three Mile Island, 60 nuclear power plants have been shut down or abandoned, and no new facilities have been built since 1973.

1 **Reading Check Summarizing** What is the environmental movement's main goal?

The Consumer Movement

During the 1960s and 1970s, a number of citizens also questioned the quality and safety of the many new "technologically advanced" products flooding the market. In an atmosphere of protest and overall

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Science Invite a scientist or science teacher to address your class about an environmental issue. Ask the speaker to address how science has helped to create some of the current environmental issues, how science helps prevent other environmental problems, and how science is helping to correct existing problems. For example, the speaker might address how science and technology helped to create many of the disposable products that we use today and how science is being used to help make those products more environmentally friendly. **L2 US: 6H, 11B, 22A–C, 23B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

ELA: Page 822: Gr9/10/11: 6A, 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F;
Page 823: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8B, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H

distrust of authority, more and more buyers demanded product safety, accurate information, and a voice in government formulation of consumer policy.

Perhaps the most notable figure of this new consumer protection movement was **Ralph Nader**, a young lawyer from Connecticut. During the early 1960s, Nader began taking note of what he considered an alarmingly high number of automobile fatalities. He presented his findings in a 1965 book, *Unsafe at Any Speed*. Nader charged car designers and manufacturers with putting style, cost, and speed ahead of safety. He also challenged one of the auto industry's long-held claims that drivers were to blame for most auto accidents:

“The American automobile is produced exclusively to the standards which the manufacturer decides to establish. It comes into the marketplace unchecked. When a car becomes involved in an accident, the entire investigatory, enforcement and claims apparatus that makes up the post-accident response looks almost invariably to driver failure as the cause. . . . Should vehicle failure be obvious in some accidents, responsibility is seen in terms of inadequate maintenance by the motorist. Accommodated by superficial standards of accident investigation, the car manufacturers exude presumptions of engineering excellence and reliability, and this reputation is accepted by many unknowing motorists.”

—from *Unsafe at Any Speed*

Nader's efforts received an accidental boost from an unlikely source: the auto industry. Shortly after his

book came out, a car company hired private detectives to follow Nader in an attempt to uncover information that might discredit him. The detectives found nothing, and when this corporate spying incident came to light, the publicity pushed *Unsafe at Any Speed* up the bestseller list. As a result, the public became much more aware of auto safety issues. Nader sued the car company for invasion of privacy and used the settlement money to fund several consumer organizations.

Nader's efforts helped spur Congress to pass the **National Traffic and Motor Vehicle Safety Act** in 1966. The act set mandatory safety standards and established a procedure for notifying car owners about defects. For the first time, the automobile industry was subject to federal safety regulations. Carmakers had to incorporate safety standards into their car designs so that auto crashes would be less devastating. Requirements that called for the installation of seat belts, door locks, safer fuel tanks, and other improvements have since saved hundreds of thousands of lives and prevented millions of injuries.

Nader's success led to calls for a closer examination of numerous other consumer goods during the 1960s and 1970s. Organizations lobbied Congress and state legislatures to pass laws regulating such products as dangerous toys, flammable fabrics, and potentially unsafe meat and poultry. In the midst of so many protest movements during this period, the consumer protection effort may have appeared small. It made a substantial impact, however, on the daily lives of millions of Americans.

Reading Check **Describing** What was the impact of the consumer protection movement?

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

- Define:** smog, fossil fuel.
- Identify:** Rachel Carson, Environmental Protection Agency, Three Mile Island, Ralph Nader.
- List** three measures taken to combat environmental problems in the 1960s and 1970s.

Reviewing Themes

- Groups and Institutions** What groups lobbied for government legislation to protect the environment in the 1960s and 1970s?

Critical Thinking

- Evaluating** Which environmental issue do you think is the most pressing problem the environment faces today? Explain your response.
- Categorizing** Use a graphic organizer similar to the one below to list the environmental laws passed in the 1970s and explain their purposes.

Environmental Legislation	Purpose

Analyzing Visuals

- Analyzing Posters** Examine the “Love It or Leave It” poster on page 821. This phrase was first used by Vietnam War supporters, directed toward critics of the war and referring to the United States instead of the earth. How has the phrase been adapted here?

Writing About History

- Descriptive Writing** Take on the role of an investigative reporter and describe the environmental disaster at either Love Canal or Three Mile Island. Explain how community activism brought the issue to the nation's attention.

Section Quiz 26–4

Name _____ Date _____ Class _____

★ Chapter 26 _____ Score _____

Section Quiz 26–4

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

- | | |
|--|------------------------------------|
| Column A | Column B |
| 1. notable figure of the consumer protection movement | A. Lois Gibbs |
| 2. a nuclear facility where low levels of radiation escaped from the reactor | B. Environmental Protection Agency |
| 3. created to set and enforce pollution standards, promote research, and coordinate anti-pollution activities with state and local governments | C. Three Mile Island |
| 4. wrote <i>Silent Spring</i> , one of the most controversial and powerful books of the 1960s | D. Rachel Carson |
| 5. leader of residents at Love Canal who banded together and demanded the government address local health threats | E. Ralph Nader |

Use *Interpreting Political Cartoons*, Cartoon 33.

Reading Check

Answer: It raised awareness about the quality and safety of products.

Reteach

Have students identify significant environmental laws. **US:** 6H, 11B, 22B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Enrich

Invite interested students to write a book review of *Silent Spring* by Rachel Carson or *Earth in the Balance: Ecology and the Human Spirit* by Al Gore. **US:** 6H, 20A, 24B, 25A–D; **ELA:** Gr9/10/11: 1A, 1B

4 CLOSE

Have students explain the origins of the environmental movement. **US:** 6H, 8B, 9A, 11A, 11B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Rachel Carson (p. 820), Environmental Protection Agency (p. 821), Three Mile Island (p. 822), Ralph Nader (p. 823) **US:** 21D
- three of the following: Clean Air Act, Clean Water Act, Endangered Species Act, creation of the EPA, Earth Day
- the Natural Resource Defense Council, Sierra Club, Audubon Society, and Wilderness Society **US:** 11B
- Students' answers will vary. **US:** 24G
- the Clean Air Act: emission standards for cars and factories; the Clean Water Act: restricted discharge of pollutants into lakes and rivers; the Endangered Species Act: measures to save animal species **US:** 24B, 25C
- The choices are to take care of the planet or die.
- Students' reports will vary. **US:** 25D

Student Edition TEKS

US HISTORY: Page 822: 1A, 11B, 24B, 25A; Page 823: 1A, 11B, 20A, 21D, 24B, 24G, 25A, 25C, 25D

1 FOCUS

Have students identify the continents that contribute the parts and labor needed to assemble the Chevrolet Corvette. (*North America, South America, Europe, Asia, and Australia*) **US: 25D**

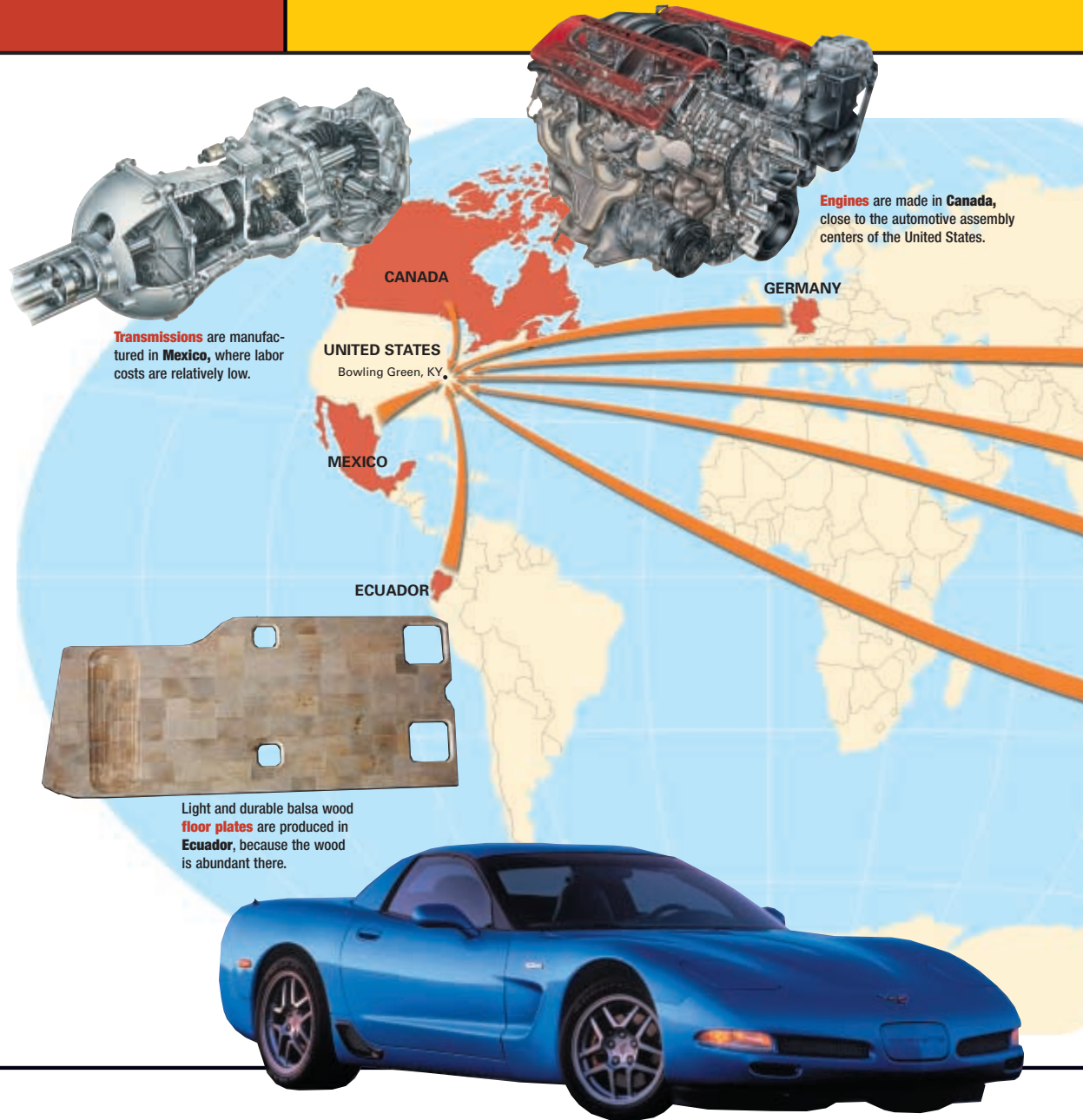
2 TEACH

Making Generalizations Have students study the map and read the feature. Ask students to write a sentence that makes a generalization about how economic interdependence fosters communication and affects countries' willingness to resolve differences without resorting to war. **L1**

Researching the Manufacturing Process Have students work in small groups to research the source of components for a product such as computers, televisions, or appliances. Encourage students to identify products that are manufactured in your city, county, or state. Students may find it useful to interview the purchasing manager of the manufacturer to gather the needed information. If students do conduct interviews, tell them to be ready with specific questions and to be able to explain the purpose of their project. Remind students to write notes thanking the person for the information. Based on the information, have the groups prepare a world resource map similar to the one in the feature. **L2 US: 24A, 24D, 25D**

Student Edition TEKS

ELA: Page 824: Gr9/10/11: 19B, 20B; **Page 825:** Gr9/10/11: 6A, 10B, 19B, 20B



Transmissions are manufactured in **Mexico**, where labor costs are relatively low.

Engines are made in **Canada**, close to the automotive assembly centers of the United States.

Light and durable balsa wood **floor plates** are produced in **Ecuador**, because the wood is abundant there.

The production of a GM Chevrolet Corvette in Bowling Green, Kentucky, requires the assembly of components from around the world: an engine from Canada, a transmission from Mexico, balsa wood floor plates from Ecuador, switches from Germany, circuit boards from several Asian nations, and brakes from Australia.

EXTENDING THE CONTENT

Museum Delivery Corvette owners can take delivery of their new vehicle at The National Corvette Museum in Bowling Green, Kentucky. Their cars are placed in the museum, on exhibit with the classic Corvettes displayed in the museum. New owners can take pictures of their cars in the museum display before the cars are removed from the museum and presented to them. Owners who select this option for delivery are also treated to a VIP tour of the museum, receive a specially designed Corvette Museum Delivery decal, and get a one-year membership to the museum.

FYI

The International Organization for Standards (ISO), formed in 1947, is a worldwide organization that works with standard-setting bodies in 140 countries. The ISO's mission is to encourage uniform standards across borders in order to facilitate the worldwide exchange of goods and services.

3 ASSESS

Have students answer the Learning from Geography questions. **US: 25D**

Geography and History Activity 7

Name _____ Date _____ Class _____

GEOGRAPHY AND HISTORY ACTIVITY 7

Natural Resources: Global Commodities

CARS AND PENCILS AROUND THE WORLD
The invention of the automobile and mass production—followed by advances in technology and communication—have changed the way people think about their communities in relation to the world. One historian said that by inventing the automobile, Henry Ford freed people from the limitations of their geography. The automobile industry and other high-technology industries have continued to “free people from the limitations of their geography” by contributing to the globalization of the world economy. However, high-tech companies are not the only global manufacturers. Even a familiar instrument that has been around for more than 800 years—the pencil—is manufactured through global cooperation. The pencil industry is an international business. A pencil may look like a simple strip of lead enclosed in wood, but it is manufactured using the most sophisticated technological systems. Raw materials from around the world are used to manufacture pencils. (See Figure 1.) The finished product is then distributed to a global market.

4 CLOSE

Review with students the critical roles that computers, the Internet, and good transportation systems play in today's manufacturing.

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives at www.nationalgeographic.com.

Student Edition TEKS

US HISTORY: Page 824: 1A, 14E; Page 825: 1A, 14E, 22C, 25A

Global Cars

The globalization of the world economy since the end of World War II has revolutionized the way in which industries and corporations operate. Tremendous advances in technology, communications, and the transport of goods have enabled corporations to turn more and more often to manufacturing facilities and resources around the world. The car industry is a good example of this trend.

For decades American automakers have operated assembly plants in foreign countries, including Brazil, Poland, India, and China. Car companies have also established plants abroad that manufacture particular components, which are then assembled in an American factory. As shown on the world map on the left, foreign manufacturers build major components of the Chevrolet Corvette and ship them to Bowling Green, Kentucky. There, workers assemble the parts—along with some 1,900 others manufactured by about 400 suppliers—into the finished car. The process of finding part suppliers outside of the company, known as “outsourcing,” is one way multinational corporations try to gain a competitive advantage over their rivals. Companies contract with foreign suppliers that meet a combination of criteria, including cost, quality, and ease of delivery.

Computers and the Internet have made worldwide communication dramatically easier, faster, and cheaper.



A worker assembles a Corvette at a plant in Bowling Green, Kentucky.

Technological advances have also made manufacturing more efficient. For example, automakers can keep track of parts and suppliers so that the essential components can be delivered to factories from anywhere in the world “just in time” to assemble the finished product.

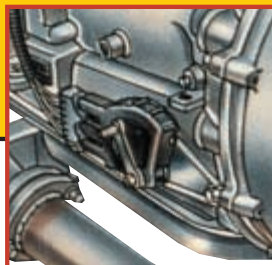
Multinational corporations now account for about two-thirds of the world's trade in products. Global corporations have become enormous, and the largest ones are wealthier than entire countries. The income of General Motors, for instance, rivals gross national products of the mid-sized economies of nations such as South Africa, Turkey, and Saudi Arabia.

The auto industry has come a long way since Henry Ford perfected assembly line production techniques that made cars affordable for the mass market. Today's automakers have adopted global assembly lines, applying Ford's innovations—standardized job tasks and division of labor—across international boundaries.

LEARNING FROM GEOGRAPHY

1. What three criteria are considered in decisions about suppliers?
2. Why might geography no longer be as big a factor as it once was in the location of a production plant?

CHAPTER 26 The Politics of Protest 825



A German factory produces very high quality switches that can easily be shipped to the United States.

JAPAN
Circuit boards are assembled with parts from Japan, Thailand, and Singapore.

THAILAND

SINGAPORE

AUSTRALIA
An Australian company with manufacturing facilities in the United States provides the premier brake pads needed in high-performance vehicles.

Cars are shipped all over the world. Here, Japanese cars are unloaded from a large container ship in Baltimore, Maryland.



ANSWERS TO LEARNING FROM GEOGRAPHY

1. The criteria are cost, quality, and ease of delivery.
2. Answers may vary. Students should note that improved communication and transport allow parts to be delivered to the assembly line just when they are needed.

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 26 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **counterculture** (p. 802)
2. **commune** (p. 803)
3. **feminism** (p. 807)
4. **Title IX** (p. 809)
5. **affirmative action** (p. 813)
6. **busing** (p. 814)
7. **bilingualism** (p. 815)
8. **smog** (p. 820)
9. **fossil fuel** (p. 822)

US: 25A, 25B; ELA: Gr9/10/11: 6A

Reviewing Key Facts

10. Tom Hayden (p. 801), Haight-Ashbury district (p. 803), Jimi Hendrix (p. 805), Equal Employment Opportunity Commission (p. 808), Betty Friedan (p. 808), National Organization for Women (p. 808), Allan Bakke (p. 813), Jesse Jackson (p. 814), Congressional Black Caucus (p. 815), *La Raza Unida* (p. 815), American Indian Movement (p. 816), Rachel Carson (p. 820), Environmental Protection Agency (p. 821), Ralph Nader (p. 823) **US: 7B, 21D**
11. Title VII outlawed job discrimination on the basis of gender as well as of race, color, religion, and national origin. **US: 7C**
12. Betty Friedan wrote *The Feminine Mystique* and founded the National Organization for Women (NOW). **US: 7B, 21D**
13. because they saw it as a threat to traditional values and social patterns **ELA: Gr9/10/11: 10B**

CHAPTER
26 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

1. **counterculture**
2. **commune**
3. **feminism**
4. **Title IX**
5. **affirmative action**
6. **busing**
7. **bilingualism**
8. **smog**
9. **fossil fuel**

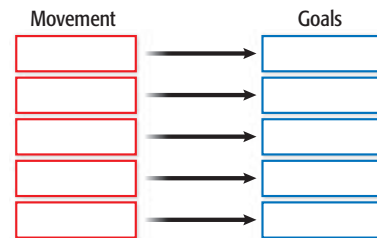
Reviewing Key Facts

10. **Identify:** Tom Hayden, Haight-Ashbury district, Jimi Hendrix, Equal Employment Opportunity Commission, Betty Friedan, National Organization for Women, Allan Bakke, Jesse Jackson, Congressional Black Caucus, *La Raza Unida*, American Indian Movement, Rachel Carson, Environmental Protection Agency, Ralph Nader.
11. How did Title VII of the Civil Rights Act of 1964 promote women's equality?
12. How did Betty Friedan stimulate the feminist movement?
13. Why were some conservatives opposed to the Equal Rights Amendment?

14. How did Native Americans expand their political rights and economic opportunities in the 1960s and 1970s?
15. How did the environmental movement begin?

Critical Thinking

16. **Analyzing Themes: Civic Rights and Responsibilities**
Choose a minority group discussed in this chapter, and explain how this group worked to gain civil rights and to improve its status in American society during the 1960s and 1970s.
17. **Organizing** Use a graphic organizer to list the protest movements of the 1960s and 1970s and their goals.



Chapter Summary

Speaking Out for Equality

Youth Movement

Protests Status Quo

- ¥ Grows out of earlier beat movement
- ¥ Becomes increasingly influential as baby boom generation matures
- ¥ Protests injustices facing African Americans, the poor, and the disadvantaged
- ¥ Free Speech Movement establishes tactics of boycotting college classes and occupying buildings
- ¥ Hippie counterculture rebels against system, visualizes utopian ideals

Women s Movement

Regains Momentum

- ¥ Fights for equal economic rights in workplace and society
- ¥ Demands equal opportunities in education
- ¥ *Roe v. Wade* expands access to abortion

Minority Groups

Continue the Fight

- ¥ Expand on earlier success and speed up access to previous gains
- ¥ Affirmative Action advocates equality in work environment for minority and disadvantaged groups
- ¥ Native Americans gain more power on reservations and fight discrimination, unemployment, police brutality, and poverty
- ¥ Hispanic Americans lobby for better working conditions and job training

Environmental and Consumer Groups

New Concerns Emerge

- ¥ First Earth Day sparks widespread awareness of environmental issues
- ¥ Federal government establishes pollution standards and begins monitoring environmental problems
- ¥ State and federal legislatures pass laws regulating the safety standards for a wide variety of consumer products

14. By protesting, Native Americans helped get legislation passed that provided education assistance, won land and water rights, the right to tax reservations, and other sovereign functions. **US: 21A**
15. The environmental movement began with the Earth Day celebration. **US: 11B**

Critical Thinking

16. Students' answers will vary. You may want to assign students to different groups. **US: 7A, 21A, 24B**

17. Youth: improve the political and social system; Women: women's rights; Hispanics: voting and economic rights; Native Americans: economic opportunities and independence; Environment: protect the environment **US: 24G, 25C**
18. Over time, mainstream America accepted many of the ideas of the counterculture. Individuality and self-expression became more accepted. Counterculture styles of clothing, art, music, and dance came to be considered normal. **US: 24A, 24G**



Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 26** to assess your knowledge of chapter content.

18. **Evaluating** In what ways did the counterculture movement change American society?
19. **Drawing Conclusions** Why do you think so many protest movements emerged in the United States during the 1960s and 1970s?

Practicing Skills

20. **Analyzing Primary Sources** Reread “An American Story” at the beginning of Section 2 on page 806. Then answer the questions below.
 - a. Whose opinion is expressed in this letter?
 - b. When was this letter written? In what publication did it appear?
 - c. What role in society is the writer discussing? What is her opinion of this role?

Chapter Activities

21. **American History Primary Source Document Library CD-ROM** Under *Struggle for Civil Rights*, read “Delano Grape Workers, A Proclamation” by the Delano Grape Workers. Using information from the grape workers’ proclamation, work with a few of your classmates to create a two-minute television advertisement to persuade all Americans to join the grape boycott. In your advertisement, you should use facts you learned about the grape boycott and also appeal to people’s emotions.
22. **Creating a Database, Thematic Model, and Quiz** Use the Internet and other resources to research student protests in the 1960s and 1970s. Create a database of these protests that clearly depicts where, when, and why the protests took place. Then create a thematic model of this information by labeling the locations of the protests on a map of the United States. Finally, create a quiz for your classmates by writing five questions about the geographic distribution of the protests and the patterns this might suggest.

Writing Activity

23. **Persuasive Writing** Use library and Internet resources to learn about the predictions scientists are making on how future population growth and distribution will affect the physical environment. Pay special attention to the evidence that these scientists use and the types of predictions that each makes. Is there agreement or disagreement in the scientific community about population growth and its environmental effects? Present the findings of your research in a written report.



Geography and History

24. The map above shows the states that ratified the Equal Rights Amendment between 1972 and 1982. Study the map and answer the questions below.
 - a. **Interpreting Maps** How many states had ratified the Equal Rights Amendment by 1977?
 - b. **Applying Geography Skills** What conclusion can you draw about the distribution of states that did not approve the ERA?



Directions: Choose the phrase that best completes the following sentence.

Women faced all of the following kinds of discrimination in the 1960s EXCEPT

- F unequal pay for performing the same tasks as men.
- G being prohibited from attending certain universities.
- H being denied the right to vote.
- J the inability to obtain loans and credit.

Test-Taking Tip: This question is looking for the *exception*. Three of the answer choices describe types of discrimination that women faced *in the 1960s*. Women gained the right to vote in 1920, when the Nineteenth Amendment was signed into law.



Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 26 and take the Self-Check Quiz.

Geography and History

24. a. 35 states had ratified the ERA by 1977. b. States that did not ratify the ERA tended to be in the more socially conservative and rural areas of the country. **US:** 8B, 24B; **ELA:** Gr9/10/11: 19B, 20B



Answer: H

Test-Taking Tip: Tell students that even if they do not remember when women got the right to vote, they may be able to eliminate some of the answers. For example, they may know that unequal pay for women performing the same task as men is still an issue today. The correct answer is H. **TAKS:** Obj 1, 3, 4

Bonus Question ?

Ask: Who was the first African American woman to serve in Congress? (*Shirley Chisholm*)

19. Answers will vary. Students should note the relative prosperity of many Americans and the growing sense of disillusionment on the part of groups left out of social, economic, and political life. **US:** 24B

Practicing Skills

20. a. Herma Snider, a young mother; b. 1960; *Redbook* magazine; c. the roles of wife, mother, and homemaker; feeling of needing more in her life beyond these roles **US:** 24A, 24B; **ELA:** Gr9/10/11: 4C, 8D, 13B

Chapter Activities

21. Students’ projects will vary. Advertisements should be factual and persuasive. **US:** 7A, 20A, 25D
22. Answers will vary. Encourage students to trade their quizzes and see how their classmates do. **US:** 8A

Writing Activity

23. Answers will vary. Reports should reflect findings grounded in scientific evidence. **US:** 11A, 24A, 24D, 25D; **ELA:** Gr9/10/11: 1A, 1B, 4A, 4B, 4F